1. General Course Information

1.1 Course Details

Course Code:	1506QCA
Course Name:	Modernity & Post-modernity
Trimester:	Trimester 2, 2020
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Nasan Pather
Document modified:	28th May 2020

Course Description

This course introduces students to the concepts of modernity and postmodernity. It examines ways in which these concepts have shaped the modern world and the role design has played in this process. The course helps students grasp the importance of understanding the complexity of the making of the modern world. It also introduces students to key ideas, academic researching techniques and writing skills essential for future study.

The modules for this course situate design within an enlightenment history of ideas and the crisis of reason that underpinned the arrival of postmodernity. It also critically examines the non-Western cultural constitution and engagement with the idea of the modern. Students will acquire an understanding of the clear distinction between the concepts and historical developments of the modern, modernity, and modernism in relation to design.

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Nasan Pather	nasan.pather@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and will be published on the course moodle site

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1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aims of this course are twofold: to provide students with a clear understanding of the complexity of design and contemporary design practice in the context of modernity and postmodernity; and, to provide a comprehensive account of how modernity and postmodernity can be understood from and beyond a Eurocentric perspective.

2.2 Learning Outcomes
After successfully completing this course you should be able to:

1. Discuss the concepts of modernity and postmodernity in relation to design
2. Analyse concepts contained in critical texts on modernity and postmodernity
3. Evaluate the role design has played in creating the modern world
4. Construct arguments on the impacts of objects and institutions designed in the modern world

2.3 Generic Skills and Capabilities
For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement	🧠	✓	✓	✓
Communication and collaboration	👥	✓	✓	✓
Self-directed and active learning	🎓		✓	
Creative and future thinking	🕐	✓	✓	✓
Social responsibility and ethical awareness	⚖️		✓	
Cultural competence and awareness in a culturally diverse environment	👪		✓	

3. Learning Resources

3.1 Required Learning Resources

Course Texts- available from Griffith Library and the Griffith College portal

Bauman, Zygmunt, 'Liquid Modernity', London: Polity Press, 2000. Berman, Marshall, 'All
That is Solid Melts into Air', London: Verso, 1982.
Debord, Guy, 'Society of the Spectacle', Black & Red: Detroit, 1983.
Giddens, Anthony, 'The Consequences of Modernity', Standford University Press: Stanford, 1990.
Harvey, David, 'The Condition of Postmodernity', London: Blackwell, 1989.
Katz, Eric, 2005, 'On the Neutrality of Technology: The Holocaust Death Camps as a Counter Example', Journal of Genocide Research, vol. 7, no. 3, pp. 409-421.
Mignolo, Walter, 'The Darker Side of Western Modernity; Durham: Duke University Press, 2011.
Sloterdijk, Peter, 'Terror from the Air' New York: Semiotext(e), 2009.
Willis, Anne-Marie, 2014, 'Designing Back from the Future', Design Philosophy Papers, vol. 12, no. 2, pp.151-160.

3.2 Recommended Learning Resources

Cassidy, David. 'Einstein and Our World', Humanity Books: New York, 1998.
Conrad, Joseph, 'Heart of Darkness', London: Penguin, 2007.
Frisby, David, 'Fragments of Modernity' MIT Press: Cambridge (Mass), 1986.
Fry, Tony, Design Futuring: Sustainability, Ethics and New Practice, Berg: Oxford, 2009.
Fry, Tony, 'Old World, New Visions', Sydney: Hale and Iremonger, 1989.
Hardt, Michael and Antonio Negri, 'Empire' Harvard University Press: Cambridge (Mass), 2000.
More, Thomas, 'Utopia' Penguin: London, 1965. Virilio, Paul
'City of Panic' London, Berg, 2007.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning activities	Learning experiences	Evidence of learning	Learning outcome
	Module1: The Making of the Modern World				
1	Topic: Modernity and Postmodernity Mini Lectures	Jigsaw collaborative information sharing: Concepts from definitions	Video: 'Overpopulated' with Professor Hans Rosling		*1 & 2*
2	Topic: Modernity and the Enlightenment Video: All About the Enlightenment: The Age of Reason	Mapping: The Renaissance, The Enlightenment and The Industrial Revolution	Video: History of Ideas - The Renaissance Podcast: The Industrial Revolution		*1 & 2*
3	Topic: Making & Modernity: Design, technology and global transformations Podcast: Consequences of the Industrial Revolution Reading: Introduction to 'All That Is Solid Melts into Air'	Mapping ideas from the reading: Introduction to 'All That Is Solid Melts Into Air' Padlet wall: Key ideas from videos	Videos: Marshall Berman on Robert Moses Jane Jacobs vs Robert Moses: Urban Fight of the Century Remembering Jane Jacobs		*1 & 2*

4	Topic: History, Eurocentrism, Design Mini Lecture Video clip: The Colonial City: St Augustine with Professor Herschel Shepard Reading: Introduction to 'The Darker Side of Western Modernity'	Moodle forum discussion: Ideas from readings and websites	Websites: Pachamama Alliance Schools for Chiapas Video: Art 21 - Yinka Shonibare	Individual Book Review *(Due in week 6)*	*1 & 2*
	Module 2: The End of Modernity and Postmodern Beginnings				
5	Topic: The Modern & Modernization: The move from idea to practice Reading: The Consequences of Modernity - Anthony Giddens Podcast: New Thinking, It All Begins Here? Understanding the Industrial Revolution	Padlet wall: Key ideas from the reading and podcast Statement of Position Group Meeting	Video clip: Cities Are Back in Town with Patrick Le Gales Podcast: In Our Time, The City, Part 2		*3 & 4*
6	Topic: Image and the Modern Reading: The Society of the Spectacle - Guy Debord Video: Art 21- Cao Fei Video: Ways of Seeing – Reproductions	Jigsaw collaborative information sharing: Concepts from the reading and videos Statement of Position Group Meeting	Video clips: The Society of the Spectacle Six Misconceptions About Native American People Video: Free the map: creative, artistic and democratic mapmaking | Henk van Houtum		*3 & 4*
7	Topic: Disaster and the End of Modernity Reading: On the Neutrality of Technology: The Holocaust Death Camps as a Counter Example' - Eric Katz Video: Shoah (1985), Part 1, First Era	Moodle forum discussion: The Holocaust and Technology Statement of Position Group Meeting	Video clips: Germania – A Vision of Hitler's Capital The train scene from Roman Polanski's film *The Pianist* Shoah (1985), Part 1, First Era Final Speech from *The Great Dictator*		*3 & 4*
8	Topic: The Nature of Postmodernity: Thinking, Design and Globalism	TED Ed Quiz: How Architecture	Video: The Bauhaus	Statement of Position	*3 & 4*

	Mini Lecture Video clips: Le Corbusier: Why he is adored and detested Pruitt-Igoe, "Trouble in Utopia" Reading: The Condition of Postmodernity - David Harvey	Can Create Dignity for All Statement of Position Group Meeting		*(Due in week 9)*	
	Module 3: Postmodernity and Designing After the Postmodern				
9	Topic: Unsettlement, Reconfigurations and The Sustainment Mini Lecture Video clips: The World's First Climate Refugees with Vlad Sokhin Climate Change and the Migrant Crisis | Years of Living Dangerously How can communities in informal urban settlements be a part of the solution?	Statement of Position Presentations TED Ed Quiz: Why Humans Are So Bad at Thinking About Climate Change – M Sanjayan TED Ed Quiz: The Disarming Case to Act Right Now on Climate Change – Greta Thunberg (Lauren McAlpine)	Documentary series: The War on Waste		*4*
10	Topic: The Future is Full Mini Lecture Video: Edward Burtynsky: Manufactured Landscapes Video clip: What Is Sustainable Development?	TED Ed Quiz: The Wildly Complex Anatomy of a Sneaker – Angel Cheng TED Ed Quiz: The Environmental Cost of Free Two-Day Shipping – M. Sanjayan	Documentary: Saving Planet Earth & Stop Climate Change		*4*
11	Topic: Pathways: Designing after the postmodern Mini Lecture Reading: Designing Back from the Future by Anne-Marie Willis Video clips: Help Desk: The desk that could be used as a bag Janis Kinasts on Placemaking	TED Ed Quiz: How Science Fiction Can Help Predict the Future – Roey Tzezane Padlet wall: Key ideas from the reading and video clips	Documentary series: The Men Who Made Us Spend		*4*

	Recoding by the Fine Young Urbanists				
12	Topic: What is Modernity and Postmodernity Revisited

Mini Lecture | Construct an argument for the case study | Academic Writing Guides – Griffith College Study Toolbox | Case Study: Projected Future | *4* |

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Individual Book Review	20%	1 & 2	Week 6
2	Statement of Position	30%	3 & 4	Week 9
3	Case Study: Projected Future	50%	4	Exam Week

5.2 Evidence of Learning Task Detail

1. **Assessment 1**
   Title: Individual Book Review
   Learning objectives assessed: 1 & 2
   Due Date: Week 6
   Weighting: 20%

   Write a book review on one of the texts listed in the assessment brief. In your book review, you should demonstrate an understanding of the author's intention and the content of the book. You should also provide a critical perspective on the text (supported with appropriate research) and relate the content of your text to the content of this course. The word length for the book review is 1000 words.

   Criteria
   The report must demonstrate:
   1. an understanding of the author's intention
   2. a grasp of content from the sections of the text that you are required to read for this assessment
   3. a critical perspective supported by further research (not simply based on opinion)
   4. acceptable tertiary level in the use of grammar, syntax, language skills and referencing

2. **Assessment 2**
   Title: Statement of Position
   Learning objectives assessed: 3 & 4
   Due Date: Week 9
   Weighting: 30%

   The requirement is to write and speak to a 'statement of position' towards issues linked to a fragmented world order and design. Suggestions will be given by your tutor during the class briefing. For this

assessment, each group will submit a written 'statement of position' document and present the ideas contained in this document using presentation software in week nine.

The written statement of position document must follow the formatting conventions for university writing and it should illustrate clear evidence of research that supports the position the group presents. This document needs to be referenced following the conventions of the Chicago System. The document must be uploaded through the link on the course site 24 hours prior to its presentation in class.

The presentation should be 15 minutes long. Groups can use Powerpoint, Keynote, Prezi, Libre Office Impress or any other software for this presentation. Groups will talk to this presentation document in class.

Criteria

 Presentations must demonstrate:
1. reflection on course content
2. rhetorical effort used in presentation
3. ability to communicate an understanding of selected issues
4. clear evidence of prior effort

Group members will peer assess one another anonymously using a sheet provided by your tutor. Peer assessment will contribute to 10 out of the 30 marks. As this is a group project, group members will receive the same mark from their tutors for their efforts. The peer assessment mark will be added to this mark. Therefore, final marks will vary for individual group members as a result of this peer assessment.

Submission: In week 9, during class, each group will present their Statement of Position. The written 'statement of position' document must be submitted no later than **24 hours** prior to your class. This file will be uploaded from the submission point in the course site.

3. **Assessment 3**
   Title: Case Study: Projected Future
   Learning objectives assessed: 4
   Due Date: Exam week
   Weighting: 50%

Select an object of the present and write a 'case study' of its projected future in the context of its past history and current use. 1500 - 2000 words.

Criteria
The assignment must demonstrate:
1. research effort
2. demonstration of critical arguments and imagination
3. coherence and clarity of expression including correct referencing

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.