



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1506QCA
<b>Course Name:</b>	Modernity & Post-modernity
<b>Trimester:</b>	Trimester 1, 2022
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Nasan Pather
<b>Document modified:</b>	17 January 2021

### 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 are no prerequisites for this course

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Nasan Pather	<a href="mailto:nasan.pather@staff.griffithcollege.edu.au">nasan.pather@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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 post-modernity.
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', Stanford 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Attendance

You are expected to actively engage in all learning experiences 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.

### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### 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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
<b>Module 1: <i>The Making of the Modern World</i></b>					
1	Topic: Modernity and Postmodernity  Introduction to the course	Mini Lecture  Concepts from definitions of Modernity  Video: 'Welcome to the Anthropocene'  'Overpopulated' with Professor Hans Rosling	'Overpopulated' with Professor Hans Rosling  Research for the Reading Report		1 & 2
2	Topic: Modernity and the Enlightenment  Podcasts: The Enlightenment in Britain  Women and Enlightenment Science	Video: History of Ideas - The Renaissance  Video: All About the Enlightenment: The Age of Reason  Discussion: Options for the Reading Report	Video: Marshall Berman on Robert Moses  Research for the Reading Report  Reading: Introduction to 'All That Is Solid Melts into Air'		1 & 2
3	Topic: Making & Modernity: Design, technology and global transformations  Reading: Introduction to 'All That Is Solid Melts into Air'	Videos: Marshall Berman on Robert Moses  Jane Jacobs vs Robert Moses: Urban Fight of the Century  Remembering Jane Jacobs  Discussion: The Making of the Modern World	Research for the Reading Report  Padlet Wall: 'All That Is Solid Melts Into Air'		1 & 2

4	<p>Topic: History, Eurocentrism, Design</p> <p>Reading: Introduction to 'The Darker Side of Western Modernity'</p>	<p>Mini Lecture</p> <p>Video clip: The Colonial City: St Augustine with Professor Herschel Shepard</p> <p>Discussion: 'The Darker Side of Western Modernity'</p> <p>Websites: Pachamama Alliance</p> <p>Schools for Chiapas</p>	<p>Padlet Wall: 'The Darker Side of Western Modernity'</p> <p>Research for the Reading Report</p> <p>Padlet Wall: 'All That Is Solid Melts Into Air'</p> <p>Padlet Wall: 'Liquid Modernity'</p>	<p>Individual Reading Report (Due in week 6)</p>	1 & 2
<b>Module 2: <i>The End of Modernity and Postmodern Beginnings</i></b>					
5	<p>Topic: The Modern &amp; Modernization: The move from idea to practice</p> <p>Reading: The Consequences of Modernity - Anthony Giddens</p> <p>Podcast: New Thinking, It All Begins Here? Understanding the Industrial Revolution</p>	<p>Discussion: The Consequences of Modernity</p> <p>The Industrial Revolution: Materials and Machines</p> <p>Fordism and the Factory</p> <p>Statement of Position Group Meeting</p>	<p>The Forum Podcast - Material World: Making the Modern Factory</p> <p>Padlet Wall: The Industrial Revolution and the Consequences of Modernity</p>		3 & 4
6	<p>Topic: Image and the Modern</p> <p>Reading: The Society of the Spectacle - Guy Debord</p> <p>Video: Art 21- Cao Fei</p> <p>Video: Ways of Seeing – Reproductions</p>	<p>Mini Lecture</p> <p>Video clips: The Society of the Spectacle</p> <p>Why we should draw more (and photograph less)</p> <p>Six Misconceptions About Native American People</p> <p>Statement of Position Group Meetings</p>	<p>Video: Free the Map: Creative, Artistic and Democratic Mapmaking   Henk van Houtum</p> <p>Research for the Statement of Position</p>		3 & 4
7	<p>Topic: Disaster and the End of Modernity</p> <p>Reading: On the Neutrality of Technology: The Holocaust Death Camps as a Counter Example' - Eric Katz</p> <p>Video: Trailer for Shoah</p>	<p>Mini Lecture</p> <p>Video clips: Speech from <i>The Great Dictator</i></p> <p>The train scene from <i>The Pianist</i></p> <p>Germany – A Vision of Hitler's Capital</p> <p>Discussion: The Holocaust and Technology</p> <p>Statement of Position Group Meetings</p>	<p>Padlet Wall: Disaster and the End of Modernity</p> <p>Research for the Statement of Position</p>		3 & 4

8	<p>Topic: The Nature of Postmodernity</p> <p>Reading: The Condition of Postmodernity - David Harvey</p>	<p>Mini Lecture</p> <p>Video clips: Le Corbusier: Why he is adored and detested</p> <p>Pruitt-Igoe, "Trouble in Utopia"</p> <p>Statement of Position Group Meetings</p>	<p>Video: How Architecture Can Create Dignity for All</p> <p>Research for the Statement of Position</p>	<p>Statement of Position (Due in week 9)</p>	3 & 4
<b>Module 3: Postmodernity and Designing After the Postmodern</b>					
9	<p>Topic: Unsettlement, Reconfigurations and The Sustainment</p> <p>Video: Why Humans Are So Bad at Thinking About Climate Change – M Sanjayan</p> <p>The Disarming Case to Act Right Now on Climate Change – Greta Thunberg</p>	<p>Statement of Position Presentations</p>	<p>Documentary series:</p> <p>The War on Waste</p> <p>Fight for Planet A: Our Climate Challenge</p> <p>Research for the Design Essay</p>		4
10	<p>Topic: The Future is Full</p> <p>Video: Edward Burtynsky: Manufactured Landscapes</p>	<p>Mini Lecture</p> <p>Video clips:</p> <p>The World's First Climate Refugees with Vlad Sokhin</p> <p>Climate Change and the Migrant Crisis   Years of Living Dangerously</p> <p>How can communities in informal urban settlements be a part of the solution?</p> <p>What Is Sustainable Development?</p>	<p>Documentary Series:</p> <p>The Men Who Made us Spend</p> <p>Research for the Design Essay</p>		4

11	<p>Topic: Pathways: Designing after the postmodern</p> <p>Reading: Designing Back from the Future by Anne-Marie Willis</p>	<p>Mini Lecture</p> <p>Discussion: Designing Back from the Future</p> <p>Video clips:</p> <p>Recoding: Park(ing) Day</p> <p>Recoding by the Fine Young Urbanists</p> <p>Help Desk: The desk that could be used as a bag</p>	<p>Video: How Science Fiction Can Help Predict the Future – Roey Tzezane</p> <p>Research for the Design Essay</p>		4
12	<p>Topic: What is Modernity and Postmodernity Revisited</p> <p>Academic Writing Guides – Research, Writing and Referencing</p>	<p>Mini Lecture</p> <p>Academic Writing Guides – Griffith College Study Toolbox</p> <p>Griffith University – Study Smart</p>	<p>Research for the Design Essay</p> <p>Construct an argument for your essay.</p>	Design Essay: Projected Future	4





## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Individual Reading Report	20%	1 & 2	Week 6
2	Statement of Position	30%	3 & 4	Week 9
3	Design Essay: Projected Future	50%	4	Exam Week

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Individual Reading Report (20%)

**Task Type:** Written Assignment

**Learning Objectives Assessed:** 1 & 2

**Due Date:** Week 6 (date to be advised on course site)

**Weight:** 20%, Marked out of: 100

**Length:** 1000 words

**Task Description:**

Write a reading report on one of the texts listed in the evidence of learning task brief. In your reading report, you should demonstrate an understanding of the author's intention and the content of the sections that you are required to read for this evidence of learning task. 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 and Marking:**

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 evidence of learning task a critical perspective supported by further research (not simply based on opinion)
3. acceptable tertiary level in the use of grammar, syntax, language skills and referencing

**Submission:** Turnitin via the course site

#### 2. Evidence of Learning Task 2: Statement of Position (30%)

**Task Type:** Assignment – Written Assignment and Presentation

**Learning Objectives Assessed:** 3 & 4

**Due Date:** Week 9 (date to be advised on course site)

**Weight:** 30%, Marked out of: 100

**Length:** 15 minute group presentation

**Task Description:**

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 teacher during the class briefing. For this evidence of learning task, 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 and Marking:**

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 teacher. 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 teachers 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. Evidence of Learning Task 3: Design Essay: Projected Future (50%)**

**Task Type:** Written Assignment

**Learning Objectives Assessed:** 4

**Due Date:** Exam week (date to be advised on course site)

**Weight:** 50%, Marked out of: 100

**Length:** 1500 – 2000 words

**Task Description:**

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 and Marking:**

The assignment must demonstrate:

1. research effort
2. demonstration of critical arguments and imagination
3. coherence and clarity of expression including correct referencing

**Submission:** Turnitin via the course site

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.