



Australia's
Global
University



ARTS2872

Living and dying

Session Two // 2017

Course Overview

Staff Contact Details

Lecturers

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School Contact Information

School of Social Sciences

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Attendance Requirements

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the [Student Misconduct Procedures](#).

All applications for exemption from attendance at classes of any kind must be made in writing to the course convenor and, where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. Your course outline will specify which assessment item will be refused if you fail to meet the minimum attendance requirement. You are responsible for keeping track of your attendance and contacting your course convenor **immediately** if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

A student may be excused from classes for up to one month (33% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, course convenors may assign additional and/or

alternative tasks to ensure that students have met the volume of learning associated with the course.

Essential Information

Student responsibilities

You must read and adhere to the UNSW Student Code Policy (2016):

<https://www.gs.unsw.edu.au/policy/studentcodepolicy.html>.

There are five primary student responsibilities under this Code:

1. A condition of enrolment that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly.
2. An obligation to act with integrity in academic work, to ensure that all academic work is conducted ethically and safely.
3. An obligation to observe standards of equity and respect in dealing with every member of the University community.
4. An obligation to use and care for University resources in a lawful and appropriate manner
5. An obligation to not diminish the University's reputation in the carrying out of academic and other associated University activities.

(UNSW Student Code Policy, Art. 2)

A related document is the UNSW Student Misconduct Procedure (2016):

<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>.

All courses in the School of Social Sciences are run in accordance with School, Faculty and University rules and policies.

You need to make sure that you are familiar with University policies and School guidelines, <https://socialsciences.arts.unsw.edu.au/students/resources/policiesguidelines/>, particularly those relating to attendance requirements, extensions and late submission of assessed work.

Course Details

Credit Points 6

Summary of the Course

This course explores from anthropological and sociological perspectives how everyday experience, throughout life, is shaped by natality and mortality. The course will provide you with a lens into the cross-cultural diversity of experiences of living and dying. Key topics in the course may include organ transplantation, palliative care, and the cultural importance of metaphors of birth and death. By the end of this course, you will have developed an appreciation for the key conceptual issues pertinent to the study of living and dying, including love, grief, abandonment, care, otherness, and the uniqueness and connectedness of each life.

At the conclusion of this course the student will be able to

1. Identify key arguments in the sociological and anthropological study of living and dying
2. Explain key sociological and anthropological concepts and debates pertaining to the study of natality and mortality
3. Analyse ethnographic studies of living and dying
4. Communicate the findings of independent research and analysis both orally and in writing
5. Reflect on and explain one's own assumptions about life and death
6. Apply key arguments in the sociological and anthropological study of living and dying to real-life examples.

Teaching Strategies

Rationale:

ARTS2872 is based on the following pedagogic principles:

- ♦ Particulation in open discussions of the issues arising from this study
- ♦ Development of skills in reasoning and general analysis of arguments
- ♦ Critical analysis of texts and work with concepts formulated in relation to the weekly topics
- ♦ Building a learning community among students

Teaching and Learning Strategies

The teaching style in the 2-hour lecture is interactive and represents a departure from the traditional, delivery model of teaching which involves the transmission of knowledge from the lecturer. This interactive model focuses on developing students' understanding of the subject matter with the goal of helping students develop their own views. Lectures consist of a variety of interactive activities that include discussion of core passages from the readings, small group exercises, and class-wide debates.

Assessment

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Essay	40%	2000 words	October 31 12 noon	
Workbook	40%		Week 4 August 10, Week 6 August 31, Week 13 October 26	
Tutorial Facilitation	20%	30 minutes	Variable	

Assessment Details

Assessment 1: Essay

Details: Students will write a 2000 word essay for this course. Students will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards. This is the final assessment for the course.

Additional details:

An essay is an extended intellectual engagement with a particular question or task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to research the issues relating to the question. The essay is your opportunity to undertake in-depth research on a specific topic developing issues raised in the lectures and readings. You will be required to read beyond the course to complete this assignment. The purpose of the essay is not a literature review but your opportunity to develop your own argument. You are asked to query and evaluate all that you read and, through a critical engagement with it, develop your own interpretations and ideas. These ideas must be argued and substantiated by careful research, and presented in a logical order.

Further information about essays, including essay questions, will be distributed in class.

The essay will be refused if you fail to meet the minimum attendance requirements of the class, which equate to 80% of the tutorials.

Marking criteria:

1 Evidence of putting ideas to work in a creative way.

2 Rigour: attention to detail, pushing points as far as possible, drawing out implications.

3 Independent research: Drawing on ideas from beyond the course reader.

4 Development of clear arguments with a strong sense of structure.

Learning outcomes:

- ♦ Communicate the findings of independent research and analysis both orally and in writing
- ♦ Apply key arguments in the sociological and anthropological study of living and dying to real-life examples.
- ♦ Analyse ethnographic studies of living and dying
- ♦ Identify key arguments in the sociological and anthropological study of living and dying

Assessment 2: Workbook

Details: Students will write weekly responses on the readings. They will receive written feedback midway through the semester and at the end of the semester.

Additional details:

WORKBOOK

The workbook is an integral aspect of this course. It consists of précis of the readings, observations, as well post-lecture reflections. Expect to write 1-2 pages in your workbook each week.

Precis

The précis are designed to encourage careful reading and reflection on the weekly readings. They are opportunities for you to formulate intellectual viewpoints on the course material and grapple with ideas that emerge in the readings. They are not meant to be simply summaries of the texts.

When preparing précis, make sure to read the assigned texts carefully, noting any points that you consider interesting. Pay particular attention to the author's conceptual paradigm, methodological approach, and interpretations. You can enter into a dialogue with a certain passage by applying perspectives learned in the course. You can also draw on your own experiences from everyday life.

Each précis should be a coherent analysis that follows *one of these two formats*:

Close reading (Title your entry "Close reading") Identify a passage from the reading that appeals to you:

the passage may appeal to you for various reasons: for its clarity, insight, or provocative nature. Explain how or why it does so. Pose an open-ended question that might help move our discussion forward.

Crosstalk (Title your entry "Crosstalk"): Situate the session's reading within the context of the course as a whole. What new elements does it bring to our ethnographic exploration of concepts about living and dying? Which previous readings or lecture discussions does it build upon? How does the reading speak to themes emerging in class discussion?

Starting Week 2, you are required to write weekly précis during the course of the semester.

Observations

You can write two of your précis as **observations** in which you record your observations about a phenomenon that relates to the lecture, film, or reading. An example would be recording your observations of elders and children interacting in public spaces. These entries should draw primarily on your own observations but also make reference to the texts.

Post-Lecture reflections

In your workbooks, you are also required to write reflections on the readings after the lecture each week. In these lecture reflections, you can discuss the shifts in your thinking that occurred as a result of attending the lecture and new developments in your understanding of the week's topic.

Workbook Submission

Instructions for submitting your workbook entries:

- ♦ If you are using a notebook to handwrite your entries, you may submit your workbook in class or your final instalment to the School of Social Sciences main office (ARTS 2872 MOORE)
- ♦ If you are word-processing your workbook, you can submit your workbook on Moodle.

Workbooks must be submitted for ungraded feedback in **Week 4**.

At this stage, they should consist of workbook entries for Weeks 2-3.

Workbook entries for Weeks 4-5 must be submitted for assessment in Week 6.

Workbooks must be handed in for final assessment **in Week 13**. Please assemble all of your written work in one portfolio for assessment from Weeks 2- 13. There are no extensions.

Marking criteria: critical engagement with concepts and arguments in the week's texts, evidence of close reading, good writing skills, logical argument, accurate referencing

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- ♦ Identify key arguments in the sociological and anthropological study of living and dying
- ♦ Analyse ethnographic studies of living and dying
- ♦ Apply key arguments in the sociological and anthropological study of living and dying to real-life examples.
- ♦ Communicate the findings of independent research and analysis both orally and in writing
- ♦ Reflect on and explain one's own assumptions about life and death
- ♦ Explain key sociological and anthropological concepts and debates pertaining to the study of natality and mortality

Assessment 3: Tutorial Facilitation

Details: Each student group will do one tutorial facilitation during the course of a semester. The facilitation will last 30 minutes each. Each facilitation is worth 20%. Students will receive written feedback within two weeks of the facilitation.

Additional details:

Facilitation groups will be organised in Weeks 2 and 3. In Weeks 7 to 12, groups will facilitate an activity for the tutorial.

Each facilitation group will have a group leader who is responsible for collecting contact information of group members, ensuring that each group member is clear as to their assigned task, organising meetings, keeping an attendance list for every meeting, and notifying the course convenor of any concerns or grievances as soon as possible.

Each group will be collectively responsible for facilitating a 30-minute activity in one of the tutorials in weeks 7 to 12, focusing on the readings that were *assigned in that week*.

Group members are encouraged to get to know another and explore the different types of disciplinary knowledge and skills that each member brings to the group. Group members can support each other, drawing on their respective strengths, when preparing the activity for the facilitation.

Facilitators are expected to prepare activities and use these activities to facilitate discussion about the readings in the tutorial. These activities are intended to generate creative thinking, active discussion, and stimulate dialogue in the classroom. Groups are encouraged to develop discussion questions and use media that they think will help the class.

The aim of the facilitation is not to display your own knowledge but to help the whole class develop an informed appreciation of the concepts and theoretical arguments arising from that week's discussion. The facilitation will be evaluated in terms of how well it engages with the week's readings, and how helpful it is to the learning of other students. It is important to give your audience the opportunity to make their contribution.

Each group is expected to **meet outside class hours** to organise its facilitations. Groups will have to brainstorm on the ideas in the readings, and then plan the overall facilitation and develop a suitable division of labour. Every group member must contribute to both these meetings and the class facilitation. **Rehearse your facilitations in person, to get a sense of how well they will work for the audience: check that your questions are both answerable and stimulating, and that the parts of the facilitation work well together.**

Marking criteria: critical analysis of the texts, depth of engagement with concepts in the week's readings and lectures, independent research, creativity, and skilful discussion facilitation

Turnitin setting: This is not a Turnitin assignment

Learning outcomes:

- ♦ Explain key sociological and anthropological concepts and debates pertaining to the study of natality and mortality
- ♦ Analyse ethnographic studies of living and dying
- ♦ Reflect on and explain one's own assumptions about life and death
- ♦ Communicate the findings of independent research and analysis both orally and in writing

Submission of Assessment Tasks

All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. All pages should be numbered. You are not required to attach a cover sheet to electronically submitted assessments.

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: <https://student.unsw.edu.au/conduct>.

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

- 1) the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
- 2) a copy of this assessment item will be retained in the TurnItIn database and may be used in evaluations of originality.

UNSW provides support for students in using TurnItIn at <https://student.unsw.edu.au/turnitin-support>. This webpage includes information on how to generate and interpret originality reports in TurnItIn. Support is also available from the central TurnItIn Help Center at http://turnitin.com/en_us/support/helpcenter.

To check you have submitted your assignment successfully you should click ð View digital receiptí at the bottom left-hand corner of the ð My Submissionsí screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.

It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate. For information about **Special Consideration** and **Extensions and Late Submission of Work**, please refer to the School's Policies and Guidelines available at https://socialsciences.arts.unsw.edu.au/students/resources/policies17_guidelines/.

Return of assignments

Electronic submissions will be returned via the TurnItIn portal on Moodle with electronic feedback within ten working days of submission.

Feedback

UNSW provides support for students in using TurnItIn to receive feedback at <https://student.unsw.edu.au/how-use-turnitin-within-moodle>. Please access this page to learn how to retrieve grades and comments on your assignment.

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own. Examples include:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit.
- Collusion: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources that have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
- Self-plagiarism: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the Student Code with respect to academic integrity the University may take disciplinary action under the Student Misconduct Procedure (see above).

Course Schedule

Timetable

Date	Type	Content
Week 1: 24 July - 30 July	Lecture	Wednesday 26 July 2017 Course Time and Location Lecture Wednesdays 2-4 pm Central Lecture Block 3
	Tutorial	Thursday 27 July 2017 10 - 11 am Law 111 11-12 pm Law 111
Week 2: 31 July - 6 August	Lecture	Wednesday August 2, 2017
	Tutorial	Thursday August 3, 2017
Week 3: 7 August - 13 August	Lecture	Wednesday August 9, 2017
	Tutorial	Thursday August 10, 2017
Week 4: 14 August - 20 August	Lecture	Wednesday August 16, 2017
	Tutorial	Thursday August 17, 2017
Week 5: 21 August - 27 August	Lecture	Wednesday August 23, 2017
	Tutorial	Thursday August 24, 2017
Week 6: 28 August - 3 September	Lecture	Wednesday August 30, 2017
	Tutorial	Thursday August 31 2017 Groupwork will take the place of the usual tutorial meeting. Gather with your group members to prepare facilitations.
Week 7: 4 September - 10 September	Lecture	Wednesday September 6 2017
	Tutorial	Thursday September 7 2017
Week 8: 11 September - 17 September	Lecture	Wednesday September 13, 2017
	Tutorial	Thursday September 14, 2017
Week 9: 18 September - 24 September	Lecture	Wednesday September 20 2017
	Tutorial	Thursday September 21 2017
Week 11: 9 October - 15 October	Lecture	Wednesday October 11 2017
	Tutorial	Thursday October 12, 2017

Week 12: 16 October - 22 October	Lecture	Wednesday October 18, 2017
	Tutorial	Thursday October 19, 2017
Week 13: 23 October - 29 October	Lecture	Wednesday October 25 2017
	Tutorial	Thursday October 26, 2017

Resources

Prescribed Resources

Information about resources

Information about readings for the course is posted on the course website. Students should regularly check the course website for updates.

Occasionally, you will be asked to read a newspaper article or an academic article in addition to the weekly readings. Information about these materials will be posted on the course website. You will be asked to contribute your comments on these materials in class.

URL for Moodle: <https://moodle.telt.unsw.edu.au/login/index.php>

URL for UNSW Library website: <http://info.library.unsw.edu.au/web/services/services.html>

URL for Study Guides to the Social Sciences:

<http://subjectguides.library.unsw.edu.au/content.php?pid=19778&sid=138344> <
<http://subjectguides.library.unsw.edu.au/content.php?pid=19778&sid=138344>>

[URL for UNSW Learning Centre](#)

<http://www.lc.unsw.edu.au/>

The Learning Centre offers academic skills support to all students enrolled at UNSW. Students who want to improve their research and writing skills are encouraged to visit the Centre.

Course Time and Location

Lecture Wednesdays

2-4 pm CLB3

Tutorials Thursdays

10 - 11 am Law 111

11-12 pm Law 111

Course Readings

Introduction

Week 1

Berger, Tom. 1984. *And our Faces My Heart Brief as Photos*. London: Bloomsbury. Pp 33-41.

Journeys into Later Life

Week 2

Danely, Jason. 2010. Aging and Abandonment: Obasute Narratives in Contemporary Japan. Paper presented at the Association of Asian Studies Annual Conference.

Week 3

Moore, Katrina. 2014. *Joy of Noh: Embodied Learning and Discipline in Urban Japan*. Albany, NY: State University of New York Press. Chapter 2: The Biography of a Noh Teacher.

Week 4

Jenike, Brenda Robb. 2004. "Alone in the Family: Great-great-parenthood in Urban Japan." In Charlotte Ikels, ed. *Filial Piety: Practice and Discourse in Contemporary East Asia*. Stanford, CA: Stanford University Press.

Recommended: Lamott, Anne. 1994. *Bird by Bird: Some Instructions on Life and Writing*. Part Two. Section One: "Looking Around." Pp97-102 New York: Anchor Books.

Organ Transplantation

Week 5

Hardacre, Helen. 1994. Response of Buddhism and Shinto to the Issue of Brain Death and Organ Transplant. *Cambridge Quarterly of Healthcare Ethics*. 3 585-601.

Lock, Margaret. 2002. Inventing a New Death and Making it Believable. *Anthropology and Medicine*, 9:97-115.

Week 6

Long, Susan Orpett. 2005. *Final Days: Japanese Culture and Choice at the End of Life*. Honolulu, Hawaii: University of Hawaii Press. Chapter 7

Shildrick, Margrit. 2008. "Contesting Normative Embodiment: Some Reflections on the Psycho-social Significance of Heart Transplant Surgery." *Perspectives: International Postgraduate Journal of Philosophy*. Vol. 1. P12-22.

Week 7

Yamaori, Tetsuo. 2007. "Strategies for Survival versus Accepting Impermanence: Rationalizing Brain Death and Organ Transplantation Today. In *Dark Medicine: Rationalizing Unethical Medical Research*. William LaFleur, Gernot Bohme, and Susumu Shimazano, eds. Bloomington, Indiana: Indiana University Press.

Keown, Damien. 2010. "Buddhism, Brain Death, and Organ Transplantation." *Journal of Buddhist Ethics*. Vol. 17. Pp1-35.

Week 8

Emerson, Ralph Waldo. Gifts. In Alan D. Schrift, ed. *The Logic of the Gift: Toward an Ethic of Generosity*. London: Routledge.

Game, Ann and Metcalfe, Andrew. 2009 Hospitality: How Woundedness Heals. *Journal of Spirituality in Mental Health*. 12:25-42.

Week 9

Stickland, Leonie. 2015. Accommodating Japan's Ageing Sexual Minorities. The Family of Friends Concept in LGBTI Seniors' Residential Care. In *Configurations of Family in Contemporary Japan*. Routledge.

Mid-Semester Break

Care at the End of Life

Week 10

No class

Week 11

Murray, Tom. *Love in our own time. Film*

Gawande, Atul. 2015. *Being Mortal: Illness, Medicine, and What Matters in the End*. London: Profile Books.

Week 12

Lawton, Julia. 1998. "Contemporary Hospice Care: The Sequestration of the Unbounded Body and 'Dirty Dying'". *Sociology of Health and Illness*. 20:2. Pp 121-143.

O'Donohue, John. 1997. *Anam Cara*. London: Transworld Publishers. Pp. 257-260.

Recommended: Callahan, Daniel. 2010. "Death: The Distinguished Thing". In Meier, Diane, Isaacs, Stephen, and Hughes, Robert, eds. *Palliative Care: Transforming the Care of Serious Illness*. Hoboken, N.J.: Jossey-Bass.

Recapitulation of Course

Week 13

No Reading

Recommended Resources

Atul Gawande 2015 Being Mortal London: Wellcome Collection

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and improvements will be made to the course based in part on such feedback.

Use of Laptops and Mobile Phones

Despite being a firm believer and user of technology, I have a strict policy against use of laptops and mobile phones during our lectures and tutorials. Students are not permitted to use laptops to take seminar notes. I believe we learn better with fewer distractions and, unfortunately, laptops can be a huge distraction. If you have a special circumstance that makes your laptop necessary for learning, please come and discuss this with me.

Image Credit

Katrina Moore