ARTS2877

Technologies, Culture, Society

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Katrina Louise Moore	katrina.moore@unsw.edu.au	Wednesdays 10-11 or by appointment (please email to make an appointment)	Morven Brown 112A	NA

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Sociology and Anthropology*

This course uses anthropological and sociological approaches to analyse the effects of technologies on human life. You will study the lived experience of technology in different cultural contexts, exploring such topics as biotechnologies, communications technologies, robotics, and energy policies. In this way, you will learn to examine the shifting boundaries between the human and non-human, and the natural and artificial. At the conclusion of the course, you will have developed an understanding of the assumptions about humanity that underpin central debates within the study of technology.

Course Learning Outcomes

1. Demonstrate an ability to explain debates relevant to the sociological and anthropological study of technology and culture
2. Demonstrate an ability to explain concepts relevant to the sociological and anthropological study of technology and culture
3. Demonstrate research skills in gathering, classifying and communicating information about technology, including independent critical thinking.
4. Apply writing skills to the translation and communication of somatic practices and knowledges.
5. Demonstrate an understanding of the knowledge base of Sociology and Anthropology, with particular focus on debates and concepts relevant to the study of technology and culture
6. Show an understanding of the ethnographic sensibility
7. Work as an independent and cooperative learner
8. Engage in a close reading of course texts
9. Write an essay with conceptual coherence

Teaching Strategies

Rationale for Content and Teaching Approach

ARTS2877 is based on the following pedagogic principles:

- Participate in open discussions of the issues arising from the study of technology, culture, and society
- Develop skills in reasoning and general analysis of arguments
- Critically analyse texts and work with concepts formulated in relation to the weekly topics
- Build 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 studentsâ?? 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 the readings and class-wide debates.

Assessment

Note that the Friday in week 9 is Good Friday - and [hence] the classes from this day will be taking place on Wednesday of Week 11. (SoSS).

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial facilitation	20%	Not Applicable	3,4,5,6,7,8
Workbook	40%	28/04/2019 05:00 PM	5,6,8,9
Essay	40%	18/04/2019 04:00 PM	6,7

Assessment Details

Assessment 1: Tutorial facilitation

Start date: Not Applicable

Details: Group facilitations of groups ranging from 4-7 students, to be held in tutorials weeks 4 to 12. Facilitations will be 15-20 minutes in length. Students will receive written feedback (if requested) and a numerical grade within two weeks of facilitating. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards

Additional details:

Small reading groups will be formed in the class in week 2.

Each reading 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 20-minute section in one of the seminar in

weeks 3 to 7, focusing on the readings that were assigned.

Group members are encouraged to get to know one 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 readings for the facilitation.

Facilitators are expected to prepare activities and use these activities to facilitate discussion 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.

Facilitation groups will use the seminar in first weeks of term to brainstorm their facilitation plans.

Remember: 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

Assessment 2: Workbook

Start date:

Details: The Workbook consists of reflections on the week's readings to be entered prior to the lecture, as well as reflections after the lecture. Approximately 300 – 400 words every week. Students will receive written feedback (if requested) and a numerical grade within three weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

From Week 2 to Week 9 (inclusive), students complete 300 words each week

Please bring these drafts to tutorials each week for discussion. The drafts will include a pre-lecture component reflecting on the week's readings, and a post-lecture component. For the post-lecture

component, students must write reflections following the lecture to reflect on how their thoughts about the readings shifted with their engagement with the class discussion. Some students may write the bulk of their entries before lecture, while others may have more to write after their participation in the lecture.

At the end of the term, students must choose their best five weeks' worth of entries (maximum total word count 1500 words) and hand them in on TURN-it-IN as a portfolio for assessment.

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Feedback: Students hand in a sample piece of writing for feedback in Week 3, and then

they hand in their five chosen weeks' of writing as a portfolio for proper assessment later in the semester.

Written feedback will be provided within 3 weeks.

The final workbook Portfolio of Five Entries is due in Week 10. Due date is Sunday April 28, 2019. Turnitin copy is due before 5 pm in Week 10.

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

Assessment 3: Essay

Start date:

Details: The essay is an extended intellectual engagement with a particular question or task. It is the opportunity to undertake in-depth research on a specific topic developing issues raised in the lectures and readings. Maximum 2500 words. This is the final assessment for the course.Students will receive written feedback (if requested) and a numerical grade within three weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards

Additional details:

The essay is due in Week 9. Due date is Thursday April 18, 2019. Turnitin copy is due before 4 pm in Week 9.

Essay Questions will be made available on the course website:

Students may wish to consult the UNSW librarians for individualised support on finding references for their essays. They are here to help.

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.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Friday 9 -11 Mathews Theatre D Introduction to the course
	Tutorial	Quad G034 12 - 1 and 1 - 2
Week 2: 25 February - 3 March	Lecture	Friday 9 -11 Mathews Theatre D Medical Technology in Extremis Reading: Lock, Margaret. 2001 Twice Dead. Organ Transplants and the Reinvention of Death. Berkeley, CA: University of California Press. Chapter 2 .
	Tutorial	Quad G034 12 - 1 and 1 - 2
Week 3: 4 March - 10 March	Lecture	Medical Technology, continued: Reading: Hardacre, Helen. 2001 Response of Buddhism and Shinto to the issue of *brain death* and organ transplant. Cambridge Healthcare Quarterly. 3: 585 - 601
	Tutorial	
Week 4: 11 March - 17 March	Lecture	Readings: Danely, Jason. 2012. Aging and Abandonment: Obasute Narratives in Contemporary Japan. Association of Asian Studies Annual Conference. https://www.researchgate.net/publication/267229265_Aging_and_Abandonment_Obasute_Narratives_in_Contemporary_Japan Jenike, Brenda Robb. 2004. Alone in the Family: Great Grandparenthood in Contemporary Japan. In Charlotte Ikels, ed. Filial Piety: Practice and Discourse in Contemporary East Asia. Stanford, CA: Stanford University Press. Chapter 11.

	Tutorial	
Week 5: 18 March - 24 March	Lecture	Biotechnology and Ethics Part I

Suter, R. (2012). Untold and Unlived Lives in Kazuo Ishiguro's Never Let Me Go: A Response to Burkhard Niederhoff. *Connotations (New York): a journal of critical debate*, 21(2-3), 397-406. |
| | Tutorial | |
| Week 6: 25 March - 31 March | Lecture | Biotechnology and Ethics Part II

Song, Priscilla. 2011. The Proliferation of Stem Cell Therapies in Post-Mao China: Problematizing Ethical Regulation. New Genetics and Society. 30(2): 141-153

Marilyn Strathern. 2005. "Relative are always a Surprise: Biotechnology in an Age of Individualism" in

Kinship, the Law, and the Unexpected. Relatives are Always a Surprise. Cambridge: Cambridge University Press. recommended. |
| | Tutorial | |
| Week 7: 1 April - 7 April | Lecture | Technological Disasters

Reading:

Das, Veena. 1995. Suffering, Legitimacy, and the Bhopal Case. In Critical Events: An Anthropological Perspective on Contemporary India. Oxford: Oxford University Press.

Jasanoff, Sheila. 2016. The Ethics of Invention: Technology and the Human Future. New York: W.W.

Norton and Company. Chapter 3 Recommended

Please note we will have a lecture on essay writing followed by a lecture on this week's topic: |
| | Tutorial | |
| Week 8: 8 April - 14 April | Lecture | Technological Disasters Part II

Broinowski, Adam. 2012. "What does Fukushima |

		mean? Confronting the Hydra." Griffith Review. Edition 35.
	Tutorial	
Week 9: 15 April - 21 April	Lecture	Art and Healing Reading: Holland, Allison. 2015. Natural disaster, trauma and activism in the art of Takamine Tadasu. The Asia-Pacific Journal: Japan Focus 13 (6) 1-6.
	Tutorial	
Week 10: 22 April - 28 April	Lecture	Note that the Friday in week 9 is Good Friday - and [hence] the classes from this day will be taking place on Wednesday of Week 11. (SoSS). Winner, Langdon. 1980. "Do Artifacts Have Politics?" Daedalus. 109:1. Special Issue: Modern Technology: Problem or Opportunity? Pp.121-136.
	Tutorial	

Resources

Prescribed Resources

Please see the course website for information about readings. All readings are available on the course website.

Recommended Resources

The University of New South Wales is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus. Information is available at http://www.healthservices.unsw.edu.au/content/mental-health

Those students requiring support for essay writing can contact me and/or make an appointment with Learning Centre staff.

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

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.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your 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, 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 which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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