



**UNSW**  
SYDNEY

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University



# ARTS3883

Personhood in Asia

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)	MB112A	NA

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Sociology and Anthropology*

This course can also be studied in the following specialisation: *Asian Studies*

How do individuals experience the process of growing older? Considering a range of Asian societies, this course examines how the biological language of ageing relates to the cultural language of maturation, youth, adulthood, and old age. Through an investigation of sociological and anthropological theories of the life-course, you will examine the social and political processes whereby personhood is acquired and challenged, and with which biographical lives are shaped. Sub-topics are likely to include: childhood and youth; birth and death; embodiment and technology; old age and ageing; temporality and intergenerationality; gender and sexuality.

### Course Learning Outcomes

1. Solid grasp of key sociological and anthropological theories of the life-course.
2. Insight into scholarly debates surrounding the sociological and anthropological study of adulthood and old age.
3. Enhanced capacity for independent research, analysis, and writing
4. Enhanced oral communication, facilitation, and presentation skills
5. Ability to work collaboratively and respectfully with other students through participation in class discussions and small group exercises
6. Capacity to reflect on one's own learning and to chart steps for further growth

### Teaching Strategies

Seminar topics are used to address major themes and ideas about the anthropological and sociological study of the life-course, building up the theoretical context for exploration of the implications of the main issues. The teaching style in the 3-hour seminar is interactive. This interactive model focuses on developing students' understanding of the subject matter with the goal of helping them develop their own views.

## Assessment

See referencing handbook created by Dr. Na'ama Carlin.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
1 Class Presentation and Discussion Facilitation	20%	Not Applicable	1,4,5
Essay	40%	01/05/2019 12:00 PM	2,3
Workbook	40%	24/04/2019 12:00 PM	1,2,6

### Assessment Details

#### Assessment 1: 1 Class Presentation and Discussion Facilitation

**Start date:** Not Applicable

**Length:** 45 minutes

**Details:** Presentations will start in Week 3 and will continue until Week 11. Groups will receive a feedback sheet on which the instructor assesses them on a range of criteria such as: the group had clear goals for the facilitation, managed time well, prepared discussion questions and tasks that facilitated the learning of the week's readings. This feedback sheet will be given to all group members in the week following their facilitation.

#### Additional details:

The aim of this assessment is to develop skills in working collaboratively with other students in order to give engaging presentations.

Discussion Facilitation In weeks 3 - 10, there will be a student - led facilitation on the themes and arguments that emerge in the week's readings. Each group will conduct a 45- minute facilitation. Small groups will be formed in the seminars in Week 1 and finalised in Week 2. The groups will range in size from 3 - 4 people. Facilitating discussion entails working in groups and involves the following:

- Reading the course texts (or viewing the film) ahead of time
- Preparing and distributing discussion questions/topics to the rest of the seminar
- Gathering and presenting additional materials in order to contextualize the work at the beginning of the class session. The materials can be journal articles on the topic, items of popular culture, news media, or material artifacts, which highlight important points about the week's topic.

Facilitators will work in teams and meet outside of class to prepare the facilitation.

Every group member must contribute to both these meetings and the class facilitation. All group members receive the same mark, if they have attended and contributed to all group activities and facilitations. Facilitators will prepare discussions questions and use these questions to stimulate

discussion. These discussion questions are intended to generate creative thinking and active discussion in the classroom. The aim of the facilitation is not simply to display your own knowledge but also to help the whole class develop an informed appreciation of the issues arising from that week's discussion.

Rehearse your discussion facilitation plans, to get a sense of how well they will work for your audience: check that your questions are both answerable and stimulating. The facilitation will be evaluated in terms of how interesting and engaging it is, and how helpful it is to the learning of other students.

Marking criteria: clarity of presentation, depth of engagement with concepts in the week's readings, independent research of outside materials, teamwork skills, skillful discussion facilitation, discussion questions that stimulate dialogue and reflection.

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 2: Essay**

**Start date:** Not Applicable

**Length:** up to 2500 words

**Details:** This essay requires that students undertake independent research. Students will receive written feedback on the essay at the end of the course. This is the final assessment in the course.

#### **Additional details:**

Essay questions will be distributed in class. 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.

### **Assessment 3: Workbook**

**Start date:** Not Applicable

**Length:** Weekly entries of 300 words

**Details:** Students will receive initial feedback on their workbook entries in Week 3. They will receive feedback again on their entries in Week 13.

#### **Additional details:**

Response papers are designed to encourage careful reading and reflection on the week's readings. They are opportunities for you to formulate intellectual viewpoints on the week's material and grapple with ideas that emerge in the readings. In undertaking the response papers, you must demonstrate critical thinking skills by engaging the ideas and debates in a focused manner. It is expected that students will upload their written response on Moodle before attending the seminar.

A total of five response papers is due in the course of the term.

The first response paper must be submitted by Week 3's class. This response paper will be marked.

The final portfolio of entries (a total of your best 4 entries) is to be submitted in the final week of classes.

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.

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Seminar	Guiding Themes: Life-Course, Rites of Passage, and Temporality  Wednesday 11 am - 2 pm  Format for the Seminar: 1 hour tutorial presentation, followed by 2 hour discussion  Electrical Engineering: G09
	Reading	Myerhoff, Barbara. 1992. "Aging and the Aged in Other Cultures: An Anthropological Perspective." In <i>Remembered Lives: The Work of Ritual, Storytelling, and Growing Older</i> , edited by Marc Kaminsky. Ann Arbor: University of Michigan.
Week 2: 25 February - 3 March	Seminar	Wednesday 11 am - 12 pm
	Reading	Arendt, Hannah. 1958. <i>The Human Condition</i> . Chicago: University of Chicago Press. Pp7- 21 and pp 159-174.
Week 3: 4 March - 10 March	Seminar	Wednesday 11 am - 2 pm
	Reading	Jason Danely and Caitlin Lynch. 2013. "Transitions and Transformations: Paradigms, Perspectives, and Possibilities." In Caitlin Lynch and Jason Danely, eds. <i>Transitions and Transformations: Cultural Perspectives on Aging and the Life Course</i> . New York: Berghan.  Myerhoff, Barbara. 1984. "Rites and Signs of Ripening: The Intertwining of Ritual, Time and Growing Older." In <i>Age and Anthropological Theory</i> , edited by David Kertzer and Jennie Keith. Ithaca, NY: Cornell University Press.

Week 4: 11 March - 17 March	Seminar	Journeys and Motifs of Transformation  Research Skills: Using the research resources provided by the University Library. Presentation from Maryanne Bokan, the FASS Outreach Librarian outlining resources and the use of appropriate databases  Wednesday 11 am - 2 pm
	Reading	Eliade, Mircea. 1958. <i>Rites and Symbols of Initiation</i> . New York: Harper and Row. Introduction and pp128-136.
Week 5: 18 March - 24 March	Seminar	Wednesday 11 am - 2 pm
		Hesse, Hermann. 1981. <i>Siddhartha</i> . Translated by Hilda Rosner. New York: Bantam. Pp 1 60 (Week 5), 61 119 (Week 6)
Week 6: 25 March - 31 March	Seminar	Wednesday 11 am - 2 pm
	Reading	Hesse, Hermann. 1981. <i>Siddhartha</i> . Translated by Hilda Rosner. New York: Bantam. Pp 1 60 (Week 5), 61 119 (Week 6)
Week 7: 1 April - 7 April	Seminar	Wednesday 11 am - 2 pm
	Reading	Film, <i>Shall We Dance</i> (1997) Directed by Masaaki Suo
Week 8: 8 April - 14 April	Seminar	Wednesday 11 am - 2 pm
	Reading	Klein, Susan Blakely. 1991. "When the Moon Strikes the Bell: Desire and Enlightenment in the Noh Play Dojoji." <i>Journal of Japanese Studies</i> . 17(2): 291-322.
Week 9: 15 April - 21 April	Seminar	Wednesday 11 am - 2 pm
	Reading	Hillman, James. <i>Senex and Puer</i> . Putnam, Connecticut: Spring Publications. Chapter 1. Pp 26-33.  Tu, Wei-Ming. 1976. "The Confucian Perception of Adulthood." <i>Daedalus</i> . 105 (2), Spring, pp109-123.
Week 10: 22 April - 28 April	Seminar	Seminar 11 am - 2 pm

	Please note that the date of class is <b>not</b> April 25th, Anzac Day, which is a public holiday.
Reading	<p>Epictetus. 1888. <i>The Teaching of Epictetus: Being the 'Encheiridion of Epictetus', with Selections from the 'Dissertations' and 'Fragments'</i>. Translated by T. W. Rolleston. London: Home Book Company. pp80-97.</p> <p>Suzuki, Daisetsu. 2010 [1959]. <i>Zen and Japanese Culture</i>. Princeton and Oxford: Princeton University Press. Excerpts.</p>

## Resources

### Prescribed Resources

#### Reading and Resources for Students

The following is a core text and is available as an e-book in the UNSW library catalogue.

Caitlin Lynch and Jason Danely, eds. *Transitions and Transformations: Cultural Perspectives on Aging and the Life Course*. New York: Berghan. (e-book)

The following is a core text and is available for purchase at the UNSW bookstore. The book is also available on reserve in the High Use Collection of the UNSW library.

Hesse, Hermann. 1981. *Siddhartha*. Translated by Hilda Rosner. New York: Bantam.

#### Additional Readings

Additional required readings and materials for the course are available on Moodle. You are expected to check the course website to access the readings.

### Recommended Resources

#### Libraries, Learning Centre, and Health Services

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

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

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>

### Course Evaluation and Development

Student feedback from previous years has been incorporated into the design of the course. Student feedback is gathered periodically, using among other means, UNSW's Student My Experience survey. 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**

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### **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](mailto: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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