1. Course Staff and Contact Details
2. Course Details
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4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Stephen Healy</th>
<th>Room</th>
<th>MB 319</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 1597</td>
<td>Email</td>
<td><a href="mailto:s.healy@unsw.edu.au">s.healy@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 1.30-2.30 pm &amp; Tuesday 4-5 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Consumption is a fundamental feature of contemporary life. Yet many taken-for-granted assumptions regarding consumption, such as the universality of notions such as those of comfort and convenience, turn out to be recent inventions. This course interrogates the many complex influences, including not only technology but also political economy, philosophy, literature, and popular culture that fuse to make mass consumption what it is today, with the emergence of domestic comfort providing a specific focus for this. The course analyses broader patterns of contemporary consumption with an emphasis on technologies and infrastructures. The platform this provides for illuminating the contemporary cultural dimensions of consumption affords an entry point for an exploration of the problems consumption presents to the facilitation of sustainability, most particularly the less material intensive forms of life necessitated by a ‘steady state economy’. The course presents opportunities to learn and apply concepts of intellectual history, social theory and newer areas such as consumption studies in addition to the Environmental Humanities specifically. It delivers on a long noted requirement for courses better integrating humanities based, and strongly theoretically grounded material, with more empirical, policy focused studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Aims</th>
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</thead>
<tbody>
<tr>
<td>1. To familiarise advanced undergraduate students with the emergence of key structural determinants of contemporary consumption and the problems these present for industrial civilisation.</td>
</tr>
<tr>
<td>2. To build research skills.</td>
</tr>
<tr>
<td>3. To develop and refine skills in oral communication and written argument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the emergence of key structural foundations to contemporary consumption with an emphasis on technology and the emergence of domestic comfort.</td>
</tr>
<tr>
<td>2. An understanding of the emergence of technologies central to contemporary consumption.</td>
</tr>
<tr>
<td>3. An understanding of the emergence of the self-interested autonomous individual of economic theory.</td>
</tr>
<tr>
<td>4. An ability to frame and evaluate the relationship of technical, political, intellectual and cultural change and gauge their broader societal import.</td>
</tr>
<tr>
<td>5. Refined critical research skills developed through completion of a research essay.</td>
</tr>
<tr>
<td>6. Developed skills in oral communication and written</td>
</tr>
<tr>
<td>Graduate Attributes</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>1. Display in-depth knowledge of and insight into major approaches, methodologies, issues and means of explanation in Environmental Humanities and into their development.</td>
</tr>
<tr>
<td>2. Understand the way these relate to and derive from other disciplines and fields in the Social Sciences and Humanities.</td>
</tr>
<tr>
<td>3. Demonstrate understanding of significant episodes in the history of consumption including their social and economic setting and their ideological and cultural dimensions.</td>
</tr>
<tr>
<td>4. Display insight regarding the significance of contemporary consumption and technology, the challenges they present, and be capable of formulating and articulating constructive responses to these challenges.</td>
</tr>
<tr>
<td>5. Be able to engage in reasoned discussion of often charged and controversial topics with people of differing views, regardless of social, cultural and/or individual differences.</td>
</tr>
<tr>
<td>6. Be able to read and analyse complex texts, and be sensitive to issues of interpretation.</td>
</tr>
<tr>
<td>7. Be able to identify the underlying dimensions to a debate or controversy and effectively analyse complex problems.</td>
</tr>
<tr>
<td>8. Be able to construct a substantive reasoned basis for a point of view, and communicate it in a cogent and effective manner, both verbally and in writing.</td>
</tr>
<tr>
<td>9. Display openness and independence of mind: be receptive to new ideas and approaches, and be able to subject them to critical scrutiny.</td>
</tr>
<tr>
<td>10. Demonstrate effective research skills including online resources.</td>
</tr>
<tr>
<td>11. Display a capacity and enthusiasm for learning and continuing intellectual development.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The selected course readings embody both detailed historical, and more contemporary empirical, content and a number of contrasting disciplinary frameworks and traditions. Guidance in lectures and structured tutorial discussions will further explore, draw out and contextualise the differences between differing interpretations and insights.

4. Teaching Strategies

Lectures and structured tutorial discussions will require students to critically apply interpretive concepts facilitating the development of critical thinking. The research essay and tutorial presentations will enable students to develop research skills and critical thinking through the lens of topics particularly interesting to them. In addition to feedback on the research essay the tutorial presentation and development of an essay outline enables feedback from both peers and the lecturer.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Written Research Essay</td>
<td>~ 3000 Wds</td>
<td>65%</td>
<td>1-6</td>
<td>1-11</td>
<td>Due 23 October. Proposal (~15% mark) due September 7.</td>
</tr>
<tr>
<td>Tutorial Presentation</td>
<td>~ 20 Mins</td>
<td>10%</td>
<td>1-4, 6</td>
<td>1-6, 8-11</td>
<td>Allocated Week 1</td>
</tr>
<tr>
<td>Tutorial Presentation Writeup</td>
<td>~ 1500 Wds</td>
<td>25%</td>
<td>1-4, 6</td>
<td>1-6, 8-11</td>
<td>The week following the week the tutorial presentation is delivered.</td>
</tr>
</tbody>
</table>

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades
Submission of Assessment Tasks
Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks
The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW
7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.
8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content (For Tute content see Tute outline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/7</td>
<td>Introduction/Rationale</td>
<td>Lecture 1: ‘Prosperity Without Growth’? Overview &amp; Course Organization.</td>
</tr>
<tr>
<td>3/8</td>
<td>The Emergence of Consumer Society 1</td>
<td>From ‘Private Vices’ to ‘Publick Benefits’</td>
</tr>
<tr>
<td>10/8</td>
<td>The Emergence of Consumer Society 2</td>
<td>The Emergence of Contemporary Material Culture</td>
</tr>
<tr>
<td>17/8</td>
<td>The Emergence of Consumer Society 3</td>
<td>The Invention of Comfort</td>
</tr>
<tr>
<td>24/8</td>
<td>Technology and the</td>
<td>The Rise of Manufacturing</td>
</tr>
</tbody>
</table>
### 11. Course Resources

Set readings are provided on the course Moodle site. Additional sources include:


Students may find useful material in a broad range of relevant journals. The *Journal of Consumer Culture* and *Journal of Material Culture* are particular relevant to matters pertaining to contemporary consumption.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html
OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.