MODBOOK

2021

Junior & Senior Seminars, Singapore Studies

SEMESTER 1

TABLE OF CONTENTS

Foreword

By Dr Connor Graham

The semester ahead is going to be unique in Tembusu College's history so far. It is the first semester ever that you, students of Tembusu, will be learning through online seminars, from the beginning of the semester. It is not an exaggeration to write that many of us hope this will be the last semester of its kind!

The ModBook you are reading has adapted to the reality we confront to include questions about how seminar classes and out-of-classroom learning will be conducted. So, in the pages that follow you will not only discover what Tembusu modules are, but also how they will be taught. You will obtain a 'sneak preview' into modules' context and history and at least an inkling of how they will be conducted in the semester ahead.

In 2017 the ModBook project was initiated by the Education Working Group (EWG) in partnership with the first Tembusu Director of Studies, Dr Catelijne Coopmans. The idea was to allow students a glimpse 'under the hood' of each module; an invaluable resource for enabling students to make sound and informed decisions concerning which modules to choose, given the various Junior and Senior Seminar on offer. The ModBook continues to fulfill its purpose and Tembusu's EWG have once again worked hard to produce it.

The ModBook is a good instance of a Tembusu project because it is student-initiated, run by students, question focused and a result of student-fellow engagement. It is also an instance of a project that involves endeavour and inquiry on the part of the students involved: soliciting responses to questions and compiling these responses into a digestible format. In doing this the work that fellows do to create and teach specific modules is being recognized.

Learning is surely a collaborative journey that involves effort, a willingness to know more and even to be uncomfortable through being challenged. Learning, like teaching, is an unfinalisable project, one that even a lifetime of experience cannot complete. As teachers, we learn with you and sometimes from you.

Learning this semester is going to be different and is likely to result in us all being challenged and being uncomfortable at some point. However, let me reassure you and as promised, from as early as June Tembusu fellows have been preparing for the semester ahead with a similar spirit of learning as I describe above. It is a measure of their commitment that the events run to support them have been well attended on the whole.

The efforts of the Education Working Group in creating this booklet deserve mention, praise and gratitude. Stephanie Lim and Lee Yue Yang, the joint leaders of the EWG, have collated responses and edited and designed the booklet, with generous support from one of last year's leaders, Sophia Tan. Sophia deserves special mention for providing the original design. Their efforts in helping you, their peers, connect with modules that have interest and meaning for you have contributed to a more enriching classroom experience for all.

I wish you well for an enriching semester ahead and hope that you and your families stay safe and well.

Yours sincerely,

Dr. Connor Graham

Director of Studies, Tembusu College

Junior Seminar

JUNIOR SEMINAR
UTC1102C FAKES

UTC1102C

FAKES

taught by Dr Eric Kerr

"Figuring out why this is, what enables these fakes to thrive, and learning to distinguish between what is authentic and what is fake"

What inspired the conceptualization of the module?

We are living in a moment rife with fakery. Counterfeit goods, Internet spam and scams, financial fraud, fake news, hoaxes and conspiracies... Why are fakes thriving today in so many different forms? What's at stake in distinguishing between the authentic and the inauthentic, insincere, false, and deceptive? These are substantial challenges that require an open-ended, interdisciplinary inquiry.

How do you bring your field of interest into the seminar?

I'm interested in how technologies re-organize our everyday lives, beliefs, and experiences. What we find with fakes is that technologies of all kinds are used both in the production and detection of fakes. My background is in Law and Philosophy and, at NUS, I have a research position in the Science, Technology and Society (STS) cluster. I will be bringing insights and methods from STS to understand fakes as having "lives" and "ecosystems" in which they survive and thrive, face predatory threats, and exist in relation to others.

What do you intend for students to learn from this module?

I hope that students will learn that fakes can teach us a great deal, not just about the specific examples and case studies we examine, but more broadly, about what we value (and what others have valued). When we say that something is fake we are, most of the time, passing judgment on it. By understanding who makes fakes, why they do it, and what makes these fakes successful, the intention is that we will learn about what is important to us. Does it matter if a designer bag is fake or real? Why do we lie? Why are some people so adamant that the moon landing was faked?

What are some key topics and sample readings for this module?

I've mentioned some already: lies, fake consumer goods, hoaxes. There are so many possible topics it is difficult to provide an exhaustive list: deepfakes, placebos, deception in the animal kingdom, faking results in scientific studies...

The readings are a mixture of academic texts and more popular pieces. If students want to get a feel for it, at the more academic end, they can check out Alfred Lessing's, "What is Wrong with a Forgery?" or Alex Owen's work on Sir Arthur Conan Doyle and the Cottingley fairies.

How are online classes going to be conducted?

I expect it will involve both real-time participation in seminars via video-conferencing and some element of ongoing offline discussion.

Are there any field trips planned?

I have some ideas but, at time of writing, can't say for certain. Last semester we visited the Art-Science Museum as they had an exhibition with a future library full of fake books, among other curious exhibits. As many museums and galleries are, like us, moving temporarily online, we may find some opportunities there, but I'm also considering some optional in-person field trips.

UTC1102R

GREEN CAPITALISM

taught by Dr Hah Sixian

"[this] is a topic that is more important than ever at this juncture of human history."

What inspired the conceptualization of the module?

The module has been conceptualised over many years by many different lecturers, notably Dr Ingmar Lippert and Dr Jerome Whitington. It is thanks to them that the concept of green capitalism has been probed from different disciplinary vantage points in previous iterations of the module. The idea of doing business in a 'green' or environmentally sustainable way has grown in prevalence in recent years and I believe, is a topic that is more important than ever at this juncture of human history. While many parts of the world have found themselves grappling with the effects of climate change, there remain populations divided in their opinions towards climate change. In this iteration, I will bring a discursive perspective into studying this phenomenon of 'green capitalism'.

How do you bring your field of interest into the seminar?

I am a discourse analyst who specializes in looking at issues from a linguistics perspective. When I first laid eyes on the words 'green capitalism', discourses sprung to mind. I think of discourses as long-standing debates and ideas about something, that gets reproduced and reinforced by social practices, institutions and our ways of talking and interacting. Analyzing discourse can tell us something about how we come to believe what we accept as facts and shared knowledge in society. For instance, what we understand of climate change come from a myriad of discourses from popular media, politicians, scientific news, family and friends and many more

. ‘Green capitalism’ are two terms that are laden with discourses (& questions) about what it means for consumers and companies to be ‘green’ or rather, to be perceived as ‘green’. Put together, these two words present too irresistible a module for me to give it a miss.
By analyzing discourses to do with environmental sustainability and the implications for businesses, I hope students will learn to critique how corporations can position themselves in certain ways to achieve certain aims.
As consumers, they could be more aware of how all these discourses come together to influence their decisions. On a deeper level, the module is a step towards understanding how knowledge is produced and mobilized through ways (one of which is the use of language) by particular groups or individuals for different aims.

What do you intend for students to learn from this module?

The module provides a chance for students to probe the ways in which companies position themselves to be ‘green’ corporations. They will reflect on the various perspectives about what it means for corporations to be ‘green’ and how consumers perceive ‘green’ corporations. Students in the previous iteration showed much interest in examining green consumption patterns and so in this iteration, we will spend more time examining factors influencing green consumption ranging from social media to the Millennial generation’s seemingly greater inclination for more sustainable product choices.
This module will ask : What is green capitalism? How does green capitalism influence us as consumers and vice versa? How can consumers like us shape discourses about sustainable consumption and green entrepreneurship?

What are some key topics and sample readings for this module?

•Discourses about the green economy
•Consumer awareness, consumer power
•Environmentalism on social media
•Sustainable dietary norms
•Corporate identities and consumer identities
•Millennial generation and green consumption
•Greenwashing
•Commodification and sustainability
Readings will come from academic journals, books, scientific magazines and the news. We have read chapters from Tatiana Schlossberg’s book “Inconspicuous consumption—The environmental impact you don’t know you have” which students in the previous run of the module enjoyed. Acting on student feedback, this iteration will also incorporate materials from sources beyond academic journals.

How are online classes conducted? Are there any field trips planned?

In some weeks, the seminar will run in two groups so that will be around 1.5 hour for a group of 7 or 8 students. In other weeks, we will come together as a whole group of 15. Online seminars will be kept focused on active discussion and exchanges. Typically, students will be given a task to prepare prior to meeting. To optimize the fact that we are interacting online mostly, part of the assessment this time round will involve some online sleuthing. While I have planned for field trips to some local urban farms, this is dependent on the Covid-19 situation and advisories at that point in time. It is likely that the field trips may be carried out in smaller groups

UTC1102G

PROOF:

What's Truth Got To Do With It?

taught by Prof Tay Yong Chiang

(answers adapted from a previous version of ModBook)

"...bridge the communication gap between scientists and humanists by choosing a topic common to all disciplines..."

What inspired the conceptualization of the module?

C.P. Snow and Kurt Godel.
Snow was a chemist and novelist who, in a lecture "The Two Cultures", bemoaned the communication gap between scientists and humanists. He gave this example: one expects a scientist to have read Shakespeare, but they cannot, in turn, expect a humanist to know the Second Law of Thermodynamics. I hope to help bridge this gap by choosing a topic (Truth and Proof)that is common to all disciplines, so students from all different majors learn to see different aspects of an issue.
Godel was a logician who shook the foundations of mathematics with his Incompleteness Theorems. Roughly speaking, he proved that there will always be mathematical truths that cannot be proven and, moreover, mathematics cannot be proven to be consistent. These theorems are fundamental to mathematics, much like how the Second Law of Thermodynamics is fundamental to the natural sciences. I sketch Godel's proofs towards the end of the seminar, so students can see how he analyzed the relationship between truth and proof. And in 2015, the UN came out with another report in their continuous coverage on global sustainability.
I thus hope this seminar can help broaden and deepen a freshman's intellectual growth. In a Harvard commencement, the students become graduates when the President asks them to rise from their seats, and pronounce simply that they are admitted to "the fellowship of educated men and women". However, what does it mean to be "educated"? If you look around at the mottos of various universities, you will find that many of them include the word "Truth", so they view the pursuit of truth as central to a university education.
Yes, the format of a Junior Seminar aims to prepare our students for the modern economy, but the topic I chose aims to go further: An essential part of being educated lies in the respect for truth, and a clear-headed evaluation of a proof, so I hope my seminar contributes to this aspect of a freshman's education. It is this intellectual growth that made Cedric appreciate the seminar, that can help our graduates navigate their way through life.

How do you bring your field of interest into the seminar?

Most of my research is on performance modeling or, essentially, writing equations to describe the behavior of a computer system. It wouldn't make sense to go there in a Junior Seminar. However, there are ideas and insights from computer science and mathematics that are relevant. For example, randomization is a powerful technique from computing -- you can prove a claim by tossing a coin (many times). And much of the research in mathematics is about proofs (not calculations), so mathematicians have much to say about truth and proof

What do you intend for students to learn from this module?

Content and discipline.
I hope the students learn to appreciate how truth and proof are interpreted and related in different contexts. Is the truth in climate change a social construct? How can a country prove its claim on an island, or temple? Why was Sunny Ang hanged for murder when there was no dead body? Etc.
Actually, I exercise minimal control over the course content. I only provide some keywords, and the students are expected to do some self directed reading, and present or discuss what they have found in the seminar. The contents tht they get from the seminar thus depend on the effort they put in collectively.
One student, Cedric, described the module as "the most important class I took in NUS"/ That is gratifying but, really, Cedric got a lot from the seminar because he put in much thought and effort.

At the university level, a module teaches not just content, but also discipline. Compared to a course with hundreds of students (in Engineering, for example), a seminar module is way more expensive in terms of instructor salary, space requirement, etc. Why is NUS spending more and more money on such small courses? I see it as shifting some of the emphases from content to discipline.
So I want my students to challenge received wisdom and questionable claims (even if they are from Plato or Hawking). The presenters in the seminar, on the other hand, must learn to think on their feet. Everyone should learn to appreciate how someone from a different discipline can have a different perspective. When I grade the writing assignments, I care little about bad grammar or beautiful wordplay, instead, I look for clear writing and tight arguments. These are skills they must have should they join a multidisciplinary team, or need to make an elevator pitch.

In light of the COVID-19 restrictions, how would online classes be conducted?

As for the changes induced by COVID, it is hard to see in advance what is needed, so I'll just play it by ear.

JUNIOR SEMINAR
UTC1117 RADIATION & SOCIETY

UTC1117

RADIATION & SOCIETY

taught by Prof Prakash Hande

"Photo taken during my visit to Dead Sea (Israeli side) in 2020. In and around the Dead Sea area, the background radiation is ~30-40 times higher than average levels in major cities"

What inspired the conceptualization of the module?

After the Fukushima incident in 2011, the Ministry of Health, Health Sciences Authority, and Ministry of environment consulted me on the possible health effects of radiation, consequences of individuals who return from Fukushima/Japan and the import of food products from Fukushima/Japan. At that time, I realised that people have a misunderstanding about radiation and there are myths about radiation spreading around. I thought that truth about radiation to be explained to the public through education.

How do you bring your field of interest into the seminar?

I have a PhD in Radiation Biology. I have studied the biological effects of radiation in mice and humans for more than 3 decades now. I have published more than 150 research articles in the fields of radiation biology, cancer biology ageing. While on my sabbatical leave from 2015 to 2016, I worked as a consultant to the Division of Human Health, International Atomic Energy Agency (United Nations), Vienna, Austria. I am currently doing a collaborative research project on the topic "living in space" funded by Japanese Space Agency. I am a member of an expert workgroup on "Biological mechanisms influencing health effects from low-dose radiation exposure" and am involved in writing a report on this to the United Nations Scientific Committee on the Effects of Atomic Radiation (UNSCEAR), Vienna, Austria.

What do you intend for students to learn from this module?

The primary objective of this seminar is to equip students with analytical tools required to assess and question sources of knowledge and the various assumptions that are built into their background knowledge on radiation, nuclear power, nuclear energy and its impact on humankind and societal perception of radiation per se.

What are some key topics and sample readings for this module?

Radiation in the historical perspective, case studies involving radiation accidents, radiation in medicine, nuclear weapons and cold war, nuclear diplomacy, radiation risks.

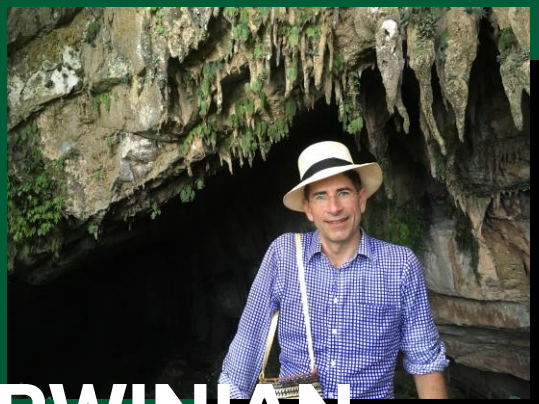
How are online classes going to be conducted?

As per the university and college advisories, I will be conducting the seminar sessions online via Zoom. We will be having the interactive zoom sessions on the days of the seminars. I expect the students to participate in all the sessions.

Are there any field trips planned?

Under normal circumstances, field trips are the components of the seminar. Unfortunately, we will not able to conduct “field trips' during this semester. I am planning for alternatives to the field trips such as slide shows and videos. However, students will be given an opportunity to participate in the field trips when I offer this module during AY2021/2022. I have a strong belief that learning on a particular topic will not stop in one semester, it is a continuous process and therefore, I will invite the current batch students for the future field trips!

JUNIOR SEMINAR
UTC1102B DARWANIAN REVOLUTION



UTC1102B

THE DARWINIAN REVOLUTION

taught by Dr John van Wyhe

"This story is one of the most fundamental shifts in human understanding in history."

What inspired the conceptualization of the module?

I am a historian of science and I specialize on the history of evolutionary theory and especially the life and work of Charles Darwin. This story is one of the most fundamental shifts in human understanding in history. It is also one of the most widely misunderstood. And in social media today and for many years it is clear that the public understanding of these issues is very poor. There are more myths and legends and conspiracy theories and false claims and arguments on these topics than almost anything else. It is hard for most people to know what it's all about. So there is a lot to talk about.

How do you bring your field of interest into the seminar?

The seminar is all about my field of interest. I am passionate and enthusiastic about these topics and I try to share this with the students. So members of this seminar will get not just an informed discussion leader to help digest and analyse these topics, but in this case the students have a world leader in Darwin studies. I am also a keen amateur naturalist so I always amazing examples from different kinds of plants and animals to fossils and the history of life on earth. I have also focused on myth busting in my research and writing and this makes for a great way to talk about how to analyse different sides of an issue and how to differentiate sense from nonsense.

What do you intend for students to learn from this module?

In this module we learn the story of how people gradually discovered how old the earth is and that in its ancient past different living things populated it which are now extinct. Then it was discovered that the fossil record showed that many different eras had existed- such as the age of reptiles. All of this happened before Darwin and evolution. Then we deal with Darwin and his life and era and what he really said and how people at the time and since reacted. So students will learn that the story of Darwin and evolution is very different from what they have heard, that their textbooks were often very inaccurate and techniques for telling whether what people say is trustworthy and reliable.
Students will also learn how to give presentations. I have given scores of talks, both academic and public, in about 15 countries around the world and have been in countless documentaries and TV, radio and podcast etc. interviews. So I have a lot of experience and tips and tricks to share. But this seminar is also very open ended and not strictly confined by the syllabus, so our discussions can go in any direction the students find interesting or important.
Students will also write a book review and a final essay. Here too I try to impart as much of my experience as I can. I have published 15 books, with two more in press, and hundreds of scholarly, popular magazine and newspaper articles and so forth.

What are some key topics and sample readings for this module?

We cover the history of our planet, of life on earth and then the story of how people gradually came to uncover these things and how the natural world works. We will focus a lot on Charles Darwin, on how all of this relates to religion, and many amazing things about living things. We will also talk a lot about society and how these issues have been treated by different groups. And of course there is plenty of history- but not dull history. If you think history is just a lot of dates and names- then you have had bad history teachers. My students are always very surprised about what I can show them about history.

How are online classes going to be conducted?

Sadly our seminar cannot meet in person so we will conduct them online. I am planning to use Zoom. I always show students a lot of documentary clips and short videos of animals or plants. In normal times I bring in lots of antiques, fossils and pieces of volcanoes etc. from my collection. I am planning to share these as best I can. I will be teaching from home so I will always be able to pop over to my collection cabinet or bookshelves to get things to show the students if it's relevant or even if they are just curious about something.

Are there any field trips planned?

Sadly I don't think so; it's hard to see how we can manage a field trip under current conditions. But if things change or we can find a way, then a field trip to someplace like Pulau Ubin on the Natural History Museum or the Zoo might be possible.

Senior Seminar

UTC2101

TIME & LIFE

taught by Dr Céline Coderey

"... it could be interesting to reflect on this ethos of maximising time in order to make a fulfilling life for oneself."

What inspired the conceptualization of the module?

This module was born thanks to Catelijne Coopmans. The idea of designing a module on time came to her while reading the admission essays written by students applying to Tembusu. In their writings, many students were suggesting that thanks to the 'time management' skills they had previously acquired, they would be able to juggle between the several faculties requirements and the many activities they would be offered in the college. Catelijne thought it could be interesting to reflect on this ethos of maximising time in order to make a fulfilling life for oneself.

How do you bring your field of interest into the seminar?

My field of interest..... it is difficult to give a straight answer to this question because I have many, too many, interests and actually every aspect of time is fascinating to me so I personally love every single topic of this module. If you mean my field of expertise which is, of course, also of great interest to me, this would be anthropology. Anthropology is the study of cultures, of systems of beliefs, values and practices characterizing every society. It represents an invitation to look behind the appearance and examine the systems of values and structural factors that make us live and think in the way we do. One of the aspect of anthropology that I particularly value is cross-cultural comparison. In this sense, as an approach, anthropology is everywhere in this module. Theme-wise, I would say anthropology is the protagonist in the session on rites of passage and the session on social identities.

What do you intend for students to learn from this module?

Time is all we have as human beings; there is no life but in time, no life out of time. Time is everywhere and yet we seldom have, and take, the time to ponder about it. The aim of the module is precisely to take this time to reflect on this important topic. I want students to realize how much our lives are grounded temporally. Not only because we live in a specific geological and historical time, but also because we all have a sense of time which is socially constructed and which deeply impacts our lives by being engrained in our systems of representations and beliefs, in the organisation and structure of our society, as much as in the technology that perfectly reflects, but also reproduces it. The main learning outcome I wish students to get from this module is the capacity to take a distance from this sense of time we are so used to that we take for granted and to acquire a more balanced and healthy relation to time.

What are some key topics and sample readings for this module?

The main topics are:
The clock, the calendar, the time zone ; Waiting; The slow movement and work-life balance; Mindfulness and Kairos time; 24/7 and sleep; Time and technology; Time and communication; The mechanics of memory, Time discipline in work and life; Time and gender; Time and health; Rites of passage.
Some of the core readings are:

- Crary, Jonathan. 2013. 24/7: Late Capitalism and the Ends of Sleep. London & New York: Verso. Chapter 1, pp. 1-17.
- Foucault, Michel. 1995 (1977). Docile Bodies (extract). Discipline and Punish: The Birth of the Prison. Translated by Alan Sheridan. New York: Vintage Books, pp. 149-162.

How are online classes going to be conducted?

Classes will be conducted through zoom and will mainly focus on group discussion; different technologies such as PPT, padlet, videos, etc. will be used. I also plan to make large use of “breakup rooms” to facilitate small groups discussions.

Are there any field trips planned?

It depends if any time-related exhibition will open during the semester. For sure there will be (online) talks/fellow’s teas organized for the module..

SENIOR SEMINAR
UTS2012 CLIMATE CHANGE

UTS2012

CLIMATE CHANGE

taught by Dr Chuah Chong Joon

"It does not discriminate; it affects everyone, everywhere with some more vulnerable to its impact than others."

What inspired the conceptualization of the module?

This module has been around for a while (and rightly so!) and has been taught by many instructors from very different academic and professional backgrounds (science, humanities etc.), which only highlights the very cross-disciplinary nature of this subject – this module is for everyone! Climate change is arguably one of the most pervasive and threatening crises of our time. It does not discriminate; it affects everyone, everywhere with some more vulnerable to its impact than others. The evidence of a changing climate and its resulting devastating consequences in the forms of extreme natural hazards (e.g. floods, droughts) is becoming more difficult to ignore, even for the sceptics and deniers. The time to act is now and we all have our parts to play. But we cannot solve what we do not know and hence, the conceptualisation of this module – to get ourselves adequately informed with the necessary knowledge to approach the issue – is (hopefully) the first step in the right direction.

How do you bring your field of interest into the seminar?

My academic and professional experience is in the field of environmental science and engineering; and therein also lies my research and personal interest. Specifically, I am fascinated by the many astonishing physical, chemical and biological processes that govern and regulate our natural environment. But today, it is difficult to do so without acknowledging and considering the anthropogenic activities that threaten to alter these processes. Similarly, this is how we shall also be approaching the subject of climate change. The natural and human systems, as we will learn in class, are tightly coupled and therefore shall be treated and studied as a general unit, and not as separate parts.

What do you intend for students to learn from this module?

Without question, first and foremost, it is crucial for students to familiarise themselves with the basic sciences of climate change. We will have to answer the fundamental questions: *What is climate change? What are the key drivers of climate change? What are the impacts of climate change?* Thereafter, and equally important, is the question of what to do with this knowledge to address the very complex nature of climate change. Here, we are particularly interested to know how we can best solve the problems posed by the effects of climate change.

What are some key topics and sample readings for this module?

We shall be reviewing the observations and evidence, as well as their uncertainties, that support the claims of climate change. We will also assess our risks to the effects of climate change. In this regard, we will study nature of the relevant climate hazards as well as our vulnerability to them. Afterwards, we will evaluate the options of our responses to climate change, namely, (i) mitigation, adaptation and geo-engineering.
Pertaining to the reference reading materials in class, more often than not, we shall be relying on peer-reviewed research or review articles from academic journals (e.g. *Nature*, *Science*, *Ecology and Society*, *Global Environment Change* etc.) from both the natural and social science categories. Since this is a class on climate change, inevitably, we shall also be referring to the reports published by the Intergovernmental Panel on Climate Change (IPCC).

How are online classes going to be conducted?

Aside from having to conduct the class in a virtual space, everything else remains the same. The aim for me, as always, is to set a conducive environment to cultivate the students' interest and passion in the subject. The learning will come naturally afterwards.

Are there any field trips planned?

Considering the many uncertainties surrounding the organisation of large-group activities, there will be no field trips planned for this module.

SENIOR SEMINAR
UTS2107 NEGOTIATING IN A COMPLEX WORLD

UTC2107

NEGOTIATING IN A COMPLEX WORLD

taught by A/Prof Kelvin Pang, Dr Kuan Yee Han & Dr Michael Grainger

"we are able to discuss what should have been done differently during the negotiation process and whether this gives us any more general insights..."

What inspired the conceptualization of the module?

We started off conducting the Heart of Negotiation workshop several years ago to teach negotiation skills to students, similar to workshops and courses offered in the Faculty of Law and the Business School. These workshops focus on the concepts and skills important at the negotiating table, such as the best alternative to a negotiated agreement, your reservation points, etc. Following that, we decided that we should adopt a more analytical and critical approach by looking at negotiations in different complex settings and contexts. This was partially inspired by our Rector Professor Tommy Koh, who was conferred the Great Negotiator Award at Harvard Law School. We met up with Professor Koh and told him about our plans. He seemed quite excited about it and gave us some feedback. Thereafter, we developed the class by examining different case studies which we could best use to illustrate to students the context and underlying interests that motivated particular types of negotiations. Using these case studies, we are able to discuss what should have been done differently during the negotiation process and whether this gives us any more general insights about the dynamics of negotiation. Finally, we felt it was useful to give students the opportunity to consider whether a particular negotiation strategy was good or bad, or whether there might be problematic to analyse them in such a dichotomous way. Ultimately, we wanted students to understand that every negotiation is unique with its own rich context. This is a brief history behind how the module started.

How do you bring your field of interest into the seminar?

The cases that we have used in the module have changed slightly over the years. For class discussions, each lecturer will bring in their own field of expertise and areas of interest. Discussions might focus on, for example, heritage conservation, ocean resources, civil rights, intellectual property, etc. These are the topics that the lecturers enjoy reading about and understanding the dynamics that lead to certain outcomes in negotiations in these areas But beyond our particular interests, we feel it is important to equip students with the foundational knowledge and capacity across the entire domain space in negotiation, be it case analysis or skill-based negotiations.

What do you intend for students to learn from this module?

In this module, we want students to be aware about complex negotiations around the world. Through this module, students will learn to dissect, analyse and deeply explore the many complex case studies, and to understand the factors and landscapes that form the ground for negotiation in the world today. We also want to equip students with the analytical skills to systematically examine and analyse any unique negotiation they may encounter in the future. They will also learn to develop effective strategies that can overcome challenges they might face in negotiations and better achieve their goals. Finally, we want to introduce students to the "case study method" of problem-solving. Students will be guided through the process of identifying a topic, generating a workable case proposal, framing and writing a case study, and finally developing and producing teaching materials that will culminate in them delivering a teaching session on their chosen negotiation for the College at the end of the semester.

What are some key topics and sample readings for this module?

As mentioned earlier, there are different themes that we will cover in thi module. One of the key readings that we use in the module is "3-D Negotiation: Playing the Whole Game" by Sebenius J. and a book chapter "Mapping out the Negotiation Space" by Maholtra D. We encourage interested students to look at these readings

How are online classes going to be conducted?

Classes will be online via Zoom with different weekly activities which will include breakout rooms, synchronous work using other online platforms such as Google Docs and Limnu. There will also be a cohort-based end of semester activity where students will be in their respective zones to discuss the final case for the module.

Are there any field trips planned for this module?

There is no field trip planned for the module

Singapore Studies

UTS2105

SINGAPORE AS ‘MODEL’ CITY?

taught by Dr Margaret Tan

“Ultimately, I hope students will come away from the module feeling they can shape the city and make a difference.”

What inspired the conceptualization of the module?

This module was first mounted in 2013 with four Fellows co-teaching it. We were looking for a Singapore Studies module and a topic that will allow students from different faculties to approach with relevance. Each Fellow contributed something to the module. I was interested in students working in interdisciplinary teams on a practical, creative project – the intervention project. I was also every keen to partner with institutions beyond Tembusu College. Through the years, we have collaborated with Future Cities Laboratory, ArtScience Museum, and NUS Centre for the Arts. In the coming semester, we will be working closely with the Urban Redevelopment Authority (URA) of Singapore.

How do you bring your field of interest into the seminar?

I was a practicing artist before I became a full-time academic. My art practice was rather interdisciplinary and I was very open to working with a wide range of people and media. My artworks were also based on research and/or inspired by feminist theories. Hence, underpinning the module are traces of social justice, critical, creative and collaborative work. I have also tried to create avenues for students to showcase their works to a wider public. My PhD research on pervasive computing and Singapore's IT Masterplan iN2015, connects well to one of the module's themes on Singapore as a Smart Nation.

What do you intend for students to learn from this module?

I hope to get students to problematize taken-for-granted understanding of Singapore as a "model" city by articulating the relations, dependencies and histories on which Singapore as a city depends. Through the intervention project and report, I hope students will learn to collaborate, be creative, take risk and failure in their stride, and bridge theory and practice. Ultimately, I hope students will come away from the module feeling they can shape the city and make a difference.

What are some key topics and sample readings for this module?

We will first cover some historical and theoretical understanding of Singapore as a model city, including as a global city, Renaissance city and Smart Nation. To prepare students for their intervention project in the second half of the semester, there will be a panel (webinar) on public space in Singapore, as well as readings on negotiating the city, and examples of interventions. Sample readings:

- Chua, Beng Huat. "Singapore as Model: Planning Innovations, Knowledge Experts." Worlding Cities: Asian Experiments and the Art of Being Global. Eds. Ananya Roy & Aihwa Ong. UK: Blackwell Publishing, 2011. 29-54.
- Koolhaas, Rem. "Singapore Songlines: Portrait of a Potemkin Metropolis … or Thirty Years of Tabula Rasa." The City Cultures Reader. Eds. Malcolm Miles, Iain Borden & Tim Hall. London & New York: Routledge, 2000. 22-25.
- Poole, Steven. "The Truth About Smart Cities: 'In the End, They Will Destroy Democracy.'" The Guardian. 2014.

How are online classes going to be conducted?

For online classes, I would like to keep things simple. We will use zoom for seminars, single and group consultations, as well as for the webinar. I will try to meet students face-to-face (with safe distancing and masks on) when they carry out their intervention projects.

Are there any field trips planned?

No field trips planned per se, but students will be required to conduct site survey and carry out their intervention project at different locations within J-Link and its surrounding HDB Town Centre. In order to facilitate this, they will be grouped according to zones, with no more than 5 members per group.

UTS2101

BIOMEDICINE & SINGAPORE SOCIETY

taught by Prof Lina Lim & Dr Michelle Yee

"What is health? It can be a personal and public question."

What inspired the conceptualization of the module?

The "Biomedicine and Singapore Society" module was one of the first senior seminars created in 2012 and I (Prof Lina) have been teaching it since then. It has been through many iterations and changes, depending on the fellows teaching. From the beginning we have always focused on asking students what biomedicine and society means to them. In this new iteration, we want students to focus on an overarching question – "what is health?" It can be a personal and a public question. The term **"biomedicine"** is a combination of biology (scientific discovery) and medicine (health and disease) and evokes a domain of knowledge and techniques, based on scientific knowledge on how human bodies function and malfunction. **"Society"** on the other hand, is often regarded as the way humans live together (in our case, in present-day Singapore), and the norms, rules and systems developed for doing so. "Health" is at the heart of both – and we make decisions about health as individuals, families, and the larger collective of society itself. We aim to teach students of varying subject majors to identify and understand the link between medicine and society, with a focus on biomedical science research and the advancement of cutting-edge technology to aid healthcare in our current society.

How do you bring your field of interest into the seminar

Lina: I like that we are bringing in society into my teaching, which is normally very focused on the science and scientific basis of life or physiology, which is the function of the human body. So bringing "Society" into the picture makes what I teach much more real. We will not be focusing on specific diseases or go too deep into the scientific nitty-gritty of diseases too much, so non-science oriented students do not need to worry. Yet I believe that my field of interest (in the biology of cancer) will be important when we discuss topics such as diagnosis or treatment, as new state of the art technologies such as stem cell research or can be brought up. Going back to the "Society" aspect, it is so important for a scientist like myself to look up and widen my focal point and bring my work back to real-life people. In the context of healthcare, governance, collective prevention of disease, cancer screening, and life decisions, for example, which are very societal topics, my training as a scientist may bring new perspectives to humanities based questions.

Michelle: I am a cancer biologist by training and my current research interest lies in understanding how stress – physical or psychological – could affect tumor formation, disease progression and prognosis. Being the only child that specializes in Cancer Biology in my family, I understand that medical or scientific jargons can be very daunting for many yet it's difficult, and almost impossible to consider and discuss 'Health' without knowing the science behind it all. As one who enjoys visual media, I hope to impart and share with students the 'science' as well as the latest advancements in the field in a bite-size and palatable manner through the use of movies, videos and infographics.

What do you intend for students to learn from the module?

From the beginning, we believed that it was important for students to understand and learn the importance of health care in Singapore vs the rest of the world, how our culture and governance plays a role in the uniqueness of our health care system, as well as how we make important personal decisions. How scientific research has assisted and improved health care and disease treatment was also of importance. In this new iteration, these are still key learning points as we follow discuss important topics of health, prevention, diagnosis and cure of diseases, as well as health care system and governance. At the end of this module, we hope that students will develop a clearer and deeper understanding of the role of biomedicine in our society and their involvement as individuals, family members and participants of the larger collective.

What are some key topics and sample readings for this module?

In this newly designed module, we will follow the life of a human in health and normalcy, to abnormality and different stages of disease, which we have defined as prevention, diagnosis and treatment. Finally, we will discuss end of life care and decisions. All these are discussed in terms of individuals, society (community or governments) and the newest scientific breakthroughs, ultimately to reflect on the pertinent question of this seminar - on health and the human condition. We will weave together a 'biomedicine landscape' which encourage students to ask more questions in class and engage in their own inquiry. For sample reading: this straits times letter by our dear rector – Professor Tommy Koh – on prostate cancer screening with links to other studies

How are online classes going to be conducted?

We will use Zoom as our online classroom, with breakout sessions with smaller groups for short discussions (2-4 people), whole class discussion and polls. On some weeks, we will have online debates, and on other weeks, short student presentations on exciting popular health-related topics. On some special weeks, we will have guests speakers coming into our classes to bring their real like perspectives to the table.

Are there any field trips planned for this module?

For now, no field trips are planned as Singapore is still in Phase 2. We are reaching out to several operators to see if they can have small group visits. We will update you during the term.

UTS2100

INTELLIGENCE & SINGAPORE SOCIETY

taught by Prof Connor Graham & Mr Shamraz Anver

"Thinking about intelligence analytically then is both extremely personal and immensely interesting."

What inspired the conceptualization of the module?

Intelligence permeates life, especially student-life. How smart you are and what you are able to do becomes a core part of your identity, who you are as a person, and affects your social standing. Schools where you've spent the bulk of your life help produce this, for example by continuously measuring your intelligence through grades that determine where you can go next. Thinking about intelligence analytically then is both extremely personal and immensely interesting but students generally don't have the space to reflect on it or study it academically. This module was created to be that space, and it owes a lot to some great people - Adam Groves, Sorelle Henricus, Catelijne Coopmans, and Jeremy Fernando who have helped conceptualise and reconceptualise it over the years.

How do you bring your field of interest into the seminar?

Connor: I have a background in Information Systems and Science, Technology and Society. I have also researched and written about Artificial Intelligence (AI) in Singapore society and am developing a new research project in this area. What is of interest to me personally is to return to some fundamental questions about how intelligence has been conceived through time and across different disciplines. In this module there is also a chance for us to collectively consider how intelligence is understood and imagined in the Singapore context and how technology and science shape this understanding and imagination.

Shamraz: Intelligence is inherently multi-disciplinary, as such the course fuses multiple fields of interests such as biology (how does the brain work?), sociology (how does intelligence affect social structures and vice versa?), philosophy (intelligence and consciousness), history (of intelligence testing and its impacts), statistics (of psychometrics), literature (what can we learn from intelligence portrayed in fiction), computer science (how does/could AI work?). I'll also be bringing in my own research on building models using Artificial Intelligence and draw comparisons between my measurements of AI intelligence with the quantification of human intelligence.

What are some key topics and sample readings for this module?

If you take this course, you are invited to learn about different kinds of intelligence (are football players intelligent?), how they are valued differently (why are Maths and English so important?), and whether there is such a thing as general intelligence (is she smart or just good at Maths?), the development of intelligence, in particular the nature versus nuture debate (are you born smart?) and the impact of technology and artificial intelligence (for eg. what value does human intelligence have in a future dominated by machine intelligence? does the rise of AI mean we are all going to die? how do machines shape conceptions of human intelligence?).

Sample readings: Some core include Howard Gardner's theory of multiple intelligences (https://bigthink.com/videos/howard-gardner-on-the-eight-intelligences) and "Superintelligence" by Nick Bostrom (https://www.youtube.com/watch?v=Aa340uDma7U)

What do you intend for the students to learn from the module?

We want students to learn different ways of conceptualizing and categorizing intelligence, and to reflect on this in light of the evolving relations between humans and technology the advent of AI. Students will use their deeper understandings of intelligence to explore how it has been conceptualised (and what assumptions are made) in particular intelligence tests and government policies. This will culminate in students designing their own intelligence tests and proposing their own national policies on intelligence for Singapore. An online intelligence expo will allow students to subject the college community to their tests as an experiment on intelligence and utilising tests as an instrument of research.

Connor: Personally I am keen that students move from any singular or monolithic understanding of intelligence to one that is more nuanced and sophisticated and that recognises the influence of society, discipline, technology and even culture. I would love students to be able to recognise the particular imaginations of intelligence that are being drawn on in government policies, the news and even in everyday conversations. If we can collectively recognise and identify the ways in which imaginations about technology are entangled with its realities through specific examples, I think that will be a real achievement. I'm also conscious that this module allows everyone reading it to consider how prevalent understandings and valuing of intelligence and intelligences often emanate from centres of economic, historical and military power.

A final perhaps ambitious outcome is that all students can recognise a particular definition of intelligence as having certain value (e.g. as being operationalisable) and qualities (e.g. as being contemporary) and that they can then draw on this definition to formulate their own policy. That students can then learn to 'step back' and critically appraise this process is also not only important to me but also for students' development of a reflective, critical sensitivity.

Shamraz: Personally, I want students to be reflective of how intelligence plays out in their own experiences and learn to make sense of these through the more conceptual understandings we'll study in class. I also want students to learn to be more comfortable with thinking critically about abstract concepts like intelligence where there isn't even a consensus on a definition. Like Connor, it's important to me that students expand their idea of what intelligence is or can be, and question narrow state and societal narratives. I want students to learn to be critical of numbers and recognize the dangers inherent in reducing complex concepts like intelligence into single numbers like CAPs and IQ scores by understanding the process through which these numbers are generated and what they can actually tell us. I'm particularly excited that we do this hands on, so instead of merely critiquing existing tests and government policy, we invite students to design their own tests and propose their own policies which leads to a richer understanding and appreciation of the complexities. One recurrent complexity students have to grapple with and learn to embrace is the need to make decisions in uncertainty, for example with AI, how do we plan for a future in light of technology that doesn't even exist yet?

How are online classes going to be conducted?

We will be using a variety of video-conferencing, messaging and LumiNUS tools. Key to our approach will be developing connections and supporting meaningful and in-depth discussions about the topic of intelligence in ways that are mostly comfortable, but at times uncomfortable for students. We will regularly solicit feedback on the learning technologies we are using and build in frequent one-on-one and/or small group consultations. Teaching and learning the module online allows us to reflect further on how technologies shape understandings and performances of intelligence, and students will also themselves explore how intelligence can be measured online by designing their own tests. This level of 'meta', reflective encounter is something that we will encourage.

Are there any field trips planned for the module?

We are currently planning a visit to the ArtScience museum that students will conduct in their own time, with zonal restrictions in mind. We are also scheduling some online teas.

Produced by Tembusu EWG
All information is correct as of July 22 2020
Designed by Sophia Tan

To find out more about the University Town College Programme,
please refer to:
https://tembusu.nus.edu.sg/education