MECO703

Critical Enquiry and Creative Practice 2

S1 Day 2014

Dept of Media, Music & Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
John Scannell
john.scannell@mq.edu.au
Contact via john.scannell@mq.edu.au

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Learn how to produce, improve and demonstrate your creative imagination, reasoning and skills through an appreciation of texts (literary, music/sound, film, performative, theoretical) using critical reflection and analytic tools. This unit will provide opportunities for critical reflection and/or creative production relevant to specific disciplinary areas.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Consider key theories of structuralism and poststructuralism through a range of media texts

Appreciate the relationship between representation and the creative arts

Consider the effects of representation on conceptions of individuality, diversity and universality

Understand representation in the creative arts and its encounter with poststructualist theory

Problematise conventions of representation in a range of multimodal media texts

Demonstrate critical and creative thinking attributes

Assessment Tasks

Name	Weighting	Due
Presentation	20%	Students Choose Week
Creative Practice Task	40%	Due in Class Week 7
Critical Enquiry Essay	40%	Due in class Week 12

Presentation

Due: **Students Choose Week**
Weighting: **20%**

The requirements for this task will be discussed in the first week of class. it is envisaged the students will be able to discuss their research project using some of the concepts gleaned from the course. To my mind, this can be a useful way of getting public feedback on some of your ideas before you commit them to paper. The benefit to those who go early is that they will get a chance to broach these ideas before the creative practice task, although it might be tough when trying to frame within some unfamiliar concepts.

In short – I am only really asking for students to tell us about their projects, and perhaps use a concept or two from the course which might help them think through some of the critical aims of their project.

On successful completion you will be able to:
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- Consider the effects of representation on conceptions of individuality, diversity and universality
- Understand representation in the creative arts and its encounter with poststructualist theory

Creative Practice Task

Due: **Due in Class Week 7**
Weighting: **40%**

This assessment will require the students to devise their own research question, and develop an appropriate methodology that will articulate the aims of their own project. While it is hoped that the concepts students engage with in MECO703 might constitute part of their proposed

methodology, this will not be mandatory.

Given that the course requires students to critically reflect on creative practice, (literary, music/ sound, film, performative, theoretical), it would be expected that students already have an idea as to what type of "creative practice" they will be pursuing. As this assessment comes reasonably early in the proceedings, so I will not expect that students have totally mastered the course content. If anything, I'd more interested in a formal conceptual experimentation, and that students might be able to think of their project through the lens of "resisting representation" and perhaps try to discuss their project within this conceptual framework, because the idea of the course is to get students to think somewhat counter-intuitively, and break down some of the more entrenched cultural approaches of recognition.

I am amenable to students questioning, querying, and/or downright rejecting some of the post-structuralist discourse they will encounter, provided that there is a sufficient rationale behind this, and that they can provide a coherent set of reasons why they have done so. This is often much harder than you might think! You have to know the field in order to sufficiently critique it!

The assessments are really supposed to help your own research project, so this creative practice task is primarily a process of situating your own interests in a critical way. We will discuss some approaches to the task in the first weeks of the course, and I will be happy to discuss ideas and approaches with students as the due date gets closer.

On successful completion you will be able to:
- Understand representation in the creative arts and its encounter with poststructualist theory
- Problematise conventions of representation in a range of multimodal media texts

Critical Enquiry Essay

Due: **Due in class Week 12**
Weighting: **40%**

For this second essay, I will propose some questions based on concepts from the course. Again, I will try to keep it open, and make sure the assessment services your own individual research projects.

Detailed instructions for assessment tasks will be uploaded to iLearn

On successful completion you will be able to:
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- Consider the effects of representation on conceptions of individuality, diversity and universality

- Understand representation in the creative arts and its encounter with poststructualist theory

Delivery and Resources

MECO703 is a two-hour seminar which is roughly divided into an hour of lecture and discussion respectively.

Students will discuss the week's topic and prescribed readings. For this reason student need to purchase the MECO703 Unit Reader which will be available from the Co-op book shop on campus.

Attendance at all seminars, is compulsory, and if you expect to be absent please discuss with me.

The course endeavours to deliver some high-level conceptual discussion that builds from week to week. If you are absent too often you will lose the thread of the discussion quite quickly.

The unit will also be available on iLearn, but the priority is very much face-to-face discussion.

Unit Schedule

MECO703: Resisting Representation

Overview As many students undertaking the MRes will be involved in the creation or dissemination of creative works, a course that will interrogate representation - to either make sense of its limits, or to reject it completely - could provide for a counter-intuitive analysis of its ontological deficiencies. Taking its cue from, although not limiting itself to, a Deleuze-Guattarian philosophical framework, the course will seek to overturn some of the more prevalent hermeneutic strategies of the undergraduate experience, to present instead, the creative potential in thinking difference rather than identity.

Through the exploration of ideas such as difference and repetition, simulacra and powers of the false, cinema and temporality, music as territorial production, representation as judgement, among others, students might, to paraphrase Deleuze, be able to think beyond what it means, to think instead how it works. To facilitate such reconceptualisation of artistic practice, the core concepts of the course will be articulated through a range of audiovisual media which will allow students to think through the ontological and epistemological constitution of forms of creative expression.

Although theoretically rigorous, the course is designed to be accessible to those who may not have had experience in philosophy and/or poststructuralist theory.

Unit Schedule

Week 1	4th March	Introduction: Beyond Representation
Week 2	11th March	Problematising Identity - Difference: Derrida and Deleuze
Week 3	18th March	Problematising Identity – Thought and Subjectivity
Week 4	25th March	Affect, Percept and Concept
Week 5	1 April	Perception, Time and Cinema
Week 6	8th April	The Autonomy of Affect
		MID SEMESTER BREAK
Week 7	29th April	Art and History
Week 8	6th May	Music, Minority, Territory
Week 9	13th May	Music and Affect
Week 10	20th May	Rethinking the Arts Through Philosophy

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.