



# MMCS821

## Cultural Politics of Media Law

S2 Day 2014

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Y3A 252

Credit points

4

Prerequisites

(12cp in CUL or MAS units at 300 level or 42cp in LAW units at 400 or 500 level) or admission to MA or PGDipArts or PGCertArts or MFJ

Corequisites

Co-badged status

Unit description

This unit examines the intersecting operations of law and media within socio-cultural contexts. Drawing on a number of critical and cultural theories, it will focus on the discursive construction of media and legal 'truth' and attendant claims to objectivity and impartiality. By situating the study of media law within specific socio-cultural contexts, students will be enabled to focus on the ethics and cultural politics of media law representations. Questions of difference (in terms of race, gender, sexuality and disability) will be examined in the context of the normative and disciplinary values that often inscribe dominant media law representations. The unit also examines the transformations of the media law sphere and the ethical challenges it faces in the wake of the work of whistleblowers such as Bradley Manning, Edward Snowden and WikiLeaks.

## 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:

Evaluate cultural theories that will enable students to analyse relations of power, knowledge and authority in the context of media law.

Compare a range of interdisciplinary critical theories that will enable students critically to

evaluate diverse cultural texts, sites and institutions and that will generate new, professionally oriented knowledges.

Apply problem solving practices oriented by research into real world issues.

Develop ethical issues and methodologies that will enable them to develop social justice skills applicable to national and global contexts.

Analyse and evaluate decisions relevant to their work practices and their personal lives.

## Assessment Tasks

Name	Weighting	Due
<u>Oral Seminar Presentation</u>	20%	To Be Advised
<u>On-Course Essay</u>	30%	One week after presentation
<u>Final Essay</u>	50%	12 November 2014

### Oral Seminar Presentation

Due: **To Be Advised**

Weighting: **20%**

Students select a topic from the seminar schedule. Based on the readings scheduled for that week, they prepare and present an oral seminar presentation in which: they define and explain the relevant key issues and terms raised in the readings; they illustrate and evidence their arguments with material drawn from contemporary media law and other relevant sources; they pose to the class critical questions and proceed to generate relevant discussion amongst class members in relation to the issues, questions and problematics raised by the topics.

The seminar presentation should be between 40-45 minutes in length. Do not read out from a prepared essay. Engage the class with questions, discussion and multi-media resources. NB: Posing questions to the class and generating discussion are an essential part of your presentation.

On successful completion you will be able to:

- Evaluate cultural theories that will enable students to analyse relations of power, knowledge and authority in the context of media law.
- Compare a range of interdisciplinary critical theories that will enable students critically to evaluate diverse cultural texts, sites and institutions and that will generate new, professionally oriented knowledges.
- Apply problem solving practices oriented by research into real world issues.
- Develop ethical issues and methodologies that will enable them to develop social justice skills applicable to national and global contexts.

- Analyse and evaluate decisions relevant to their work practices and their personal lives.

## On-Course Essay

Due: **One week after presentation**

Weighting: **30%**

Write up the material you prepared for your oral presentation into a formal essay. Incorporate any relevant issues, discussion points, illustrations and so on in your polished essay version of your presentation.

Length: 2000 words

On successful completion you will be able to:

- Evaluate cultural theories that will enable students to analyse relations of power, knowledge and authority in the context of media law.
- Compare a range of interdisciplinary critical theories that will enable students critically to evaluate diverse cultural texts, sites and institutions and that will generate new, professionally oriented knowledges.
- Apply problem solving practices oriented by research into real world issues.
- Analyse and evaluate decisions relevant to their work practices and their personal lives.

## Final Essay

Due: **12 November 2014**

Weighting: **50%**

Construct your own essay question on any topic from the seminar schedule **excluding** the same topic you covered in your seminar presentation/essay. Address the topic in an in-depth manner, staging a rigorous and theorised analysis of the key issues, terms, questions and problematics raised by the topic/readings. Evidence and support all your arguments with relevant readings, theories and illustrations.

Length: 3,500 words

On successful completion you will be able to:

- Evaluate cultural theories that will enable students to analyse relations of power, knowledge and authority in the context of media law.
- Compare a range of interdisciplinary critical theories that will enable students critically to evaluate diverse cultural texts, sites and institutions and that will generate new, professionally oriented knowledges.
- Apply problem solving practices oriented by research into real world issues.
- Develop ethical issues and methodologies that will enable them to develop social justice

skills applicable to national and global contexts.

- Analyse and evaluate decisions relevant to their work practices and their personal lives.

## **Delivery and Resources**

### **REQUIRED READING**

MMCS 821 Unit Reader

### **RECOMMENDED READING**

See below under Recommended Readings in the Seminar Schedule

What has changed? A new section on proposed changes to the Racial Discrimination Act.

# Unit Schedule

<p><b>Week</b> 1</p>	<p><b><u>Introduction</u></b></p> <p>This week we outline and discuss the key topics and issues that constitute this unit and we also map the critical and cultural theories that will inform our analysis of media law. Assessment tasks will be explained and seminar presentation topics will also be selected.</p>
<p><b>Week</b> 2</p>	<p><b><u>Law, Power, Knowledge: Foucauldian Critiques of Law</u></b></p> <p>This week we examine the critical contribution of Michel Foucault, poststructuralist theorist, to the study of law and culture. Foucault raises important questions about law's relation to power, knowledge, governance, control, punishment and subject constitution.</p> <p><b><u>Readings:</u></b></p> <p>Gerald Turkel, 'Michel Foucault: Law, Power, and Knowledge,' <i>Journal of Law and Society</i>, 17.3 (Summer 1990): 170-193.</p> <p>Nikolas Rose and Mariana Valverde, 'Governed By Law?' <i>Social and Legal Studies</i>, 7.4 (1998): 541-551.</p> <p><b><u>Recommended Readings:</u></b></p> <p>Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i>, Harmondsworth: Penguin, 1982.</p> <p>Ben Golder and Peter Fitzpatrick, <i>Foucault's Law</i>, Oxon and New York: Routledge, 2009.</p> <p>Hubert L. Dreyfus and Paul Rabinow, <i>Michel Foucault: Beyond Structuralism and Hermeneutics</i>, Hemel Hempstead: Harvester Wheatsheaf, 1982.</p> <p>Anthony Beck, 'Foucault and Law: The Collapse of Law's Empire,' <i>Oxford Journal of Legal Studies</i>, 16.3 (1996): 489-502.</p> <p>1. Wickham and G Pavlich (eds.), <i>Rethinking Law, Society and Governance: Foucault's Bequest</i>, Oxford: Hart, 2000.</p>
<p><b>Week</b> 3</p>	<p><b><u>Deconstructing Law</u></b></p> <p>This week we examine the contribution of the poststructuralist philosopher, Jacques Derrida, to the critical study of law. What does a deconstruction of law entail? How is law founded in violence and how does law simultaneously 'mystically' occlude its foundation in violence? What is the relation between law and justice?</p> <p><b><u>Readings:</u></b></p> <p>Jacques Derrida, 'Force of Law: "The Mystical Foundation of Authority,"' in D. Cornell, M. Rosenfeld and D.G. Carlson (eds.), <i>Deconstruction and the Possibility of Justice</i>, New York: Routledge, 1992, pp. 3-67.</p> <p><b><u>Recommended Readings:</u></b></p> <p>Margaret Davies, 'Derrida and Law: Legitimate Fictions,' in T. Cohen (ed.), <i>Jacques Derrida and the Humanities: A Critical Reader</i>, Cambridge: Cambridge University Press, 2001.</p> <p>John P. McCormick, 'Derrida on Law; Or, Poststructuralism Gets Serious,' <i>Political Theory</i>, 29.3 (2001): 395-423.</p> <p>Roberto Buonomano, 'The Economy of Violence: Derrida on Law and Justice,' <i>Ratio Juris</i>, 11.2 (1998): 168-79.</p> <p>Drucilla Cornell, <i>Beyond Accommodation: Deconstruction and the Law</i>, Maryland: Rowman and Littlefield Publishers, 1999.</p>

Week  
4

**Law's Violence**

This week we examine the complex, diffuse and multiform violences of law. How is violence already encoded in the word of law? Why is 'legal interpretation as a practice incomplete without violence'? What are the administrative, textual and institutional networks through which this violence of law is enacted, disseminated and reproduced?

**Readings:**

Robert Cover, 'Violence and the Word,' *The Yale Law Journal*, 95 (1986): 1601-1629.

Austin Sarat and Thomas R. Kearns, 'Making Peace with Violence: Robert Cover on Law and Legal Theory,' in Austin Sarat and Thomas R. Kearns (eds.), *Law's Violence*, Ann Arbor: University of Michigan Press, 1992, pp. 211-50.

**Recommended Readings:**

Denise Ferreira da Silva, 'No-Bodies: Law, Raciality and Violence,' *Griffith Law Review*, 18.2 (2009): 212-36.

Austin Sarat and Jennifer L. Culbert (eds.), *States of Violence: War, Capital Punishment and Letting Die*, Cambridge: Cambridge University Press, 2009.

Austin Sarat (ed.), *Law, Violence, and the Possibility of Justice*, Princeton and Oxford: Princeton University Press, 2001.

Austin Sarat (ed.), *Sovereignty, Emergency, Legality*, Cambridge: Cambridge University Press, 2010.

Friedrich Nietzsche, *On the Genealogy of Morals*, New York: Vintage Book, 1969.

Week  
5

**Narrative Constructions of Media and Law and the 'Battle for Narrative'**

This week we examine the foundational role that narrative plays in the construction of meaning and reality in the context of both law and media. How do legal and media narratives determine our understanding of the world, facts, and reality? How are questions of authority, legitimacy and normativity encoded and reproduced within legal and media narratives? What is at stake in the 'battle for narrative'?

**Readings:**

Stuart Hall, 'The Narrative Construction of Reality,' 1983, Dalkey Archive.

Jerome Bruner, 'The Narrative Construction of Reality,' *Critical Inquiry*, 18.1 (1991): 1-21.

Jane B. Baron and Julia Epstein, 'Is Law Narrative?' *Buffalo Law Review*, 45 (1997): 141-187.

Pentagon, 'Draft Pentagon Report Lays Out Key Lessons From Decade of War,' 2012, <http://insidedefense.com/201206072401055/Inside-Defense-General/report-lays-out-key-lessons-from-decade-of-war-/menu-id-926.html>.

**Recommended Readings:**

Mike Bal, *Narratology: Introduction to the Theory of Narrative*, Toronto: University of Toronto Press, 2009.

Peter Brooks and Paul Gewirtz, *Law's Stories: Narrative and Rhetoric in Law*, New Haven: Yale University Press, 1996.

Helen Fulton with Rosemary Huisman, Julian Murphet and Anne Dunn, *Narrative and Media*, Cambridge: Cambridge University Press, 2005.

Robert Cover, 'The Supreme Court Term, Foreword: Nomos and Narrative,' *Harvard Law Review*, 97 (1983): 4-68.

Hayden White, *Topics of Discourse*, Baltimore: Johns Hopkins University Press, 1986.



Week  
6

**Electronic Battlefields: Law, War, Media**

This week we consolidate our understanding of the issues, topics and theories we have thus far discussed and examined through a grounded analysis of the documentary *The War You Don't See*.

**Readings:**

Chris Hables Gray, 'Computers At War: Kuwait 1991,' in *Postmodern War*, New York and London: Routledge, 1997, pp. 36-69.

James Der Derian, 'That Obscure Object of Desire: Logistics and Desire in the Gulf War,' in D. Campbell and M. Dillon (eds.), *The Political Subject of Violence*, Manchester: Manchester University Press, 1993, pp. 114-36.

**Screening:**

*The War You Don't See*, dir. John Pilger, Dartmouth Films, 2010.

**Recommended Readings:**

Chris Hables Gray, *Postmodern War*, New York and London, 1997.

Dahr Jamail, *Beyond the Green Zone: Dispatches from an Unembedded Journalist in Occupied Iraq*, Chicago: Haymarket Books, 2007.

Jean Baudrillard, *The Gulf War Did Not Take Place*, Sydney: Power Publications, 2000.

Trevor Paglen, *Blank Spots on the Map: The Dark Geography of the Pentagon's Secret World*, New York: Dutton, 2009.

Jane Mayer, *The Dark Side*, New York: Anchor, 2009.

Week  
7

**Media Leaks, Transparency, Ethics: WikiLeaks, Manning, Snowden**

This week we examine the transformation of the global media landscape through the unauthorised leaking of classified government documents through such organisations such as WikiLeaks and through such individuals such as Bradley Manning, Julian Assange and Edward Snowden. What are the key ethical, political, cultural and legal issues at stake in these practices of unauthorised disclosure?

**Readings:**

Alexa O'Brien, 'Pfc. Bradley Manning's Statement for the Providence Inquiry,' 28 February 2013, [http://www.alexao'Brien.com/second-sight/wikileaks/bradley\\_manning/pfc\\_bradley\\_manning\\_providence\\_hearing\\_statement.html](http://www.alexao'Brien.com/second-sight/wikileaks/bradley_manning/pfc_bradley_manning_providence_hearing_statement.html).

Michael Ratner, 'Bradley Manning: The Conscience of America,' Common Dreams, 7 February 2013, <http://www.commondreams.org/view/2013/03/07>.

Glenn Greenwald, Ewen MacAskill and Laura Poitras, 'Edward Snowden: the Whistleblower behind the NSA Surveillance Revelations,' The Guardian, 10 June 2013, <http://www.guardian.co.uk/world/2013/jun/09/edward-snowden-nsa-whistleblower-surveillance>.

Kimberly Dozier, 'US Government Can't Stop the Truth: Ed Snowden,' SMH, 18 June 2013, <http://www.smh.com.au/it-pro/security-it/us-government-cant-stop-the-truth-ed-snowden-20130618-2oexh.html?skin=text-only>.

Yochai Benkler, 'A Free Irresponsible Press: WikiLeaks and the Battle over the Soul of the Networked Fourth Estate,' *Harvard Civil Rights-Civil Liberties Law Review*, vol. 46 (2011): 311-397.

**Recommended Readings:**

Barbara Thomas, 'WikiLeaks and the Question of Responsibility Within a Global Democracy,' *European View*, 10 (2011): 17-23.

Geert Lovink and Patrice Riemens, 'Twelve Theses on WikiLeaks,' *Eurozine*, December 2010.

James Risen and Nick Wingfield, 'Web's Reach Binds NSA and Silicon Valley Leaders,' *The New York Times*, 19 June 2013, <http://www.nytimes.com/2013/06/20/technology/silicon-valley-strengthening-web.html>.

**RECESS: 22 September to 6 October 2014**

Week  
8

Reading Week 6 October to 10 October 2014 NO CLASSES

Week  
9

**Whiteness, Law and the Media**

This week we examine the critical role of whiteness in the shaping of western law and media. What are the attributes of whiteness as a racial category? Why is whiteness largely 'invisible'? How does whiteness shape and determine what actually counts as *law as such* in a nation such as Australia? How does whiteness construct dominant media representations of non-white subjects?

**Readings:**

Ian F. Haney López, 'White Race Consciousness,' in *White By Law*, New York: New York University Press, 1996, pp. 155-195.

Raka Shome, 'Outing Whiteness,' *Critical Studies in Media and Communication*, 17.3 (2000): 366-71.

Michael Meadows, 'A 10-Point Plan and a Treaty: Images of Indigenous Peoples in the Press in Australia and Canada,' in Belinda McKay (ed.), *Unmasking Whiteness*, Nathan: Queensland Studies Centre and Griffith University, 1999, pp. 91-119.

**Recommended Readings:**

Richard Dyer, *White*, New York and London: Routledge, 1997.

Mike Hill (ed.), *Whiteness: A Critical Reader*, New York: New York University Press, 1997.

Ruth Frankenberg, *The Social Construction of Whiteness*, Minneapolis: Routledge, 1993.

Cheryl Harris, 'Whiteness as Property,' *Harvard Law Review*, 106.8 (1993): 1709-91.

Thomas K. Nakayama and Judith N. Martin (eds.), *Whiteness: The Communication of Social Identity*, Thousand Oaks: Sage, 1999.

Aileen Moreton-Robinson (ed.), *Whitening Race: Essays in Social and Cultural Criticism*, Canberra: Aboriginal Studies Press, 2004.

George M. Fredrickson, *White Supremacy*, Oxford: Oxford University Press, 1982.

Week  
10

**Moral Panics and Media Law**

This week we examine the phenomenon of 'moral panics.' What is a moral panic? How do moral panics influence and shape law and media? What are the cultural, ideological and political effects of moral panics on the communities who are its targets? We then discuss how Australian counter-terrorism laws have impacted, in the context of post-9/11 moral panics, on the media.

**Readings:**

Erich Goode and Nachman Ben-Yehuda, 'Moral Panics: An Introduction,' in Chas Critcher (ed.), *Critical Readings: Moral Panics and the Media*, Maidenhead: Open University Press, 2011, pp. 50-59.

Joanna Zylinska, 'Ethics and Moral Panics,' in *The Ethics of Cultural Studies*, London: Continuum, 2005, pp. 41-62.

Lawrence McNamara, 'Closure, Caution and the Question of Chilling: How Have Australian Counter-Terrorism Laws Affected the Media?' *Media and Arts Law*, 14.1 (2009): 1-21

**Recommended Readings**

S. Joseph, 'Australian Counter-Terrorism Legislation and the International Human Rights Framework,' *University of New South Wales Law Journal*, 27 (2004).

Chas Critcher (ed.), *Critical Readings: Moral Panics and the Media*, Maidenhead: Open University Press, 2011.

J. Tham, 'Casualties of the Domestic "War on Terror": A Review of Recent Counter-Terrorism Laws,' *Melbourne University Law Journal*, 28 (2004).

C. Nash, 'Freedom of the Press in the New Australian Security State,' *University of New South Wales Law Journal*, 28 (2005).

C. Hamilton and S. Maddison (eds.), *Silencing Dissent*, Sydney: Allen and Unwin, 2007.

Week  
11

**Media, Law and the Framing of Terror Suspects**

This week we examine the relation of law and media to the post-9/11 phenomenon of 'terrorism.' Building on our discussion of moral panics, we specifically examine the interplay of media and law in the travesty of justice perpetrated against Mohamed Haneef, an Indian doctor who worked as a registrar at a Gold Coast hospital.

**Readings:**

Daya Kishan Thussu, 'Televising the "War on Terrorism": The Myths of Morality,' in Ananda P. Kavoori and Todd Fraley (eds.), *Media, Terrorism, and Theory*, Lanham: Rowman and Littlefield, 2006, pp. 3-17.

Jacqui Ewart, 'Framing an Alleged Terrorist: How Four Australian News Media Organizations Framed the Dr. Mohamed Haneef Case,' *Journal of Media and Religion*, 11.2 (2012): 91-106.

Joseph Pugliese, 'Preincident Indices of Criminality: Facecrime and *Project Hostile Intent*,' *Griffith Law Review*, 18.2 (2009): 314-30.

**Recommended Readings:**

A.O. Alali and K.K. Eke, *Media Coverage of Terrorism*, Newbury Park, CA: Sage Publications, 1991.

R. Cohen-Almagor, 'Media Coverage of Acts of Terrorism: Troubling Episodes and Suggested Guidelines,' *Canadian Journal of Communication*, 30 (2006): 383-409.

J. Ewart, *Haneef: A Question of Character*, Sydney: Halstead Press, 2009.

P. Norris, M. Kern, and M. Just (eds.), *Framing Terrorism: The News Media, The Government and the Public*, New York: Routledge, 2003.

Joseph Pugliese, "Asymmetries of Terror," *Borderlands*, 5.1 (2006): [http://www.borderlandsejournal.adelaide.edu.au/vol5no1\\_2006/pugliese.htm](http://www.borderlandsejournal.adelaide.edu.au/vol5no1_2006/pugliese.htm). ISSN1447-0810.

Joseph Pugliese, "The Locus of the Non: The Racial Fault Line 'of Middle Eastern Appearance,'" *Borderlands*, 2.3 (2003): [http://www.borderlandsejournal.adelaide.edu.au/vol2no3\\_2003/pugliese.htm](http://www.borderlandsejournal.adelaide.edu.au/vol2no3_2003/pugliese.htm).

Week  
12

**Racial Vilification: White Media Constructions of Aboriginality**

This week we examine the legal concepts of racial vilification and hate crimes. We begin with an analysis of racial stereotyping of Aboriginals by public institutions, such as the police, and private individuals, and resulting practices of racist violence. We then focus on the Andrew Bolt media case on 'authentic' Aboriginals and conclude with a discussion on freedom of speech and its ethical imperatives.

**Readings:**

Chris Cunneen, 'Hysteria and Hate: The Vilification of Aboriginal and Torres Strait Islander People,' in Chris Cunneen, David Fraser and Stephen Tomsen (eds.), *Faces of Hate: Hate Crime in Australia*, Annandale: Hawkins Press, 1997, pp. 137-161.

Ray Jackson, 'Our NSW Police Are Just Way Too Deadly!,' Media Statement, 23 April 2012.

Andrew Bolt, 'It's So Hip To Be Black,' *Herald Sun*, 15 April 2009.

David Marr, 'In Black and White, Andrew Bolt Trifled with the Facts,' *Sydney Morning Herald*, 29 September 2011.

Karl Quinn, 'No Thunder from Bolt as Court Finds Breach,' *The Age*, 29 September 2011.

Jessica Wright, 'George Brandis to repeal "Bolt laws" on racial discrimination,' *Sydney Morning Herald*, 8 November, 2013: <http://www.smh.com.au/action/printArticle?id=4905385>.

Jon Pierik, 'Goodes accepts apology for teen's slur,' *Sydney Morning Herald*, 26 May 2013: <http://www.smh.com.au/action/printArticle?id=437209>.

David Sygall, 'Recognise the offence: Mundine,' *Sydney Morning Herald*, 2 June 2013: <http://www.smh.com.au/action/printArticle?id=4456302>.

**Screenings:**

*Copping It at the Cross*, footage by *The Sunday Telegraph* shows the dramatic arrest and assault of Troy Taylor, a young Aboriginal man: <http://www.youtube.com/watch?v=fUoy4LT0U0M>.

Media Watch, 'Andrew Bolt and *The Herald Sun* on Trial,' Episode 09, 4 April 2011.

**Recommended Readings:**

Aileen Moreton-Robinson (ed.), *Whitening Race: Essays in Social and Cultural Criticism*, Canberra: Aboriginal Studies Press, 2004.

Marcia Langton, 'Well, I heard it on the radio and I saw it on the television...', North Sydney: Australian Film Commission, 1993.

Aileen Moreton-Robinson, 'The Possessive Logic of Patriarchal White Sovereignty: The High Court and the Yorta Yorta Decision,' *Borderlands*, 3.2 (2004): [www.borderlandsejournal.adelaide.edu.au/issues/vol3no2.html](http://www.borderlandsejournal.adelaide.edu.au/issues/vol3no2.html).

Ray Jackson, 'From the Frontline 2: It's a White Man's Country Yet: Three Deaths in Custody,' *Somatechnics*, 1.1. (2001): 59-64.

Aileen Moreton-Robinson (ed.), *Sovereign Subjects*, Crows Nest: Allen and Unwin, 2007.

Julie Marcus, *Picturing the 'Primitif': Images of Race in Daily Life*, Canada Bay: LHR Press, 2000.

**Week 13** **Religious Vilification: Media, Law and Post-9/11 Islamophobia**

This week we examine the legal concept of religious vilification in the context of post-9/11 Islamophobia. How has the west constructed Muslims in terms of an ethno-religious category? What has been the impact of Islamophobia both on anti-discrimination legislation and Muslim communities living in the west? How has Islamophobia influenced media representations of Muslims within the Australian context? What are the problematics that inscribe anti-discrimination law in relation to religious vilification?

**Readings:**

Rachel A. D. Bloul, 'Anti-Discrimination Laws, Islamophobia, and the Ethnicization of Muslim Identities in Europe and Australia,' *Journal of Muslim Minority Affairs*, 28.1 (2008): 7-25.

Nahid Kabir, 'Representation of Islam and Muslims in the Australian Media, 2001-2005,' *Journal of Muslim Minority Affairs*, 26.3 (2007): 313-28.

Scott Poynting and Victoria Mason, "Tolerance, Freedom, Justice and Peace"? Britain, Australia and Anti-Muslim Racism Since 11 September 2001,' *Journal of Intercultural Studies*, 27.4 (2006): 365-91.

Margaret Thornton and Trish Luker, 'The Spectral Ground: Religious Belief Discrimination,' *Macquarie Law Journal*, 9 (2009): 71-91.

**Recommended Readings:**

Alice Aslan, *Islamophobia in Australia*, Glebe: Agora Press, 2009.

K.H. Karim, 'Making Sense of the "Islamic Peril": Journalism as Cultural Practice,' in B. Zelizer and S. Allen Poole (eds.), *Journalism After September 11*, London: Routledge, pp. 101-116.

S. Poynting, G. Noble, P. Tabar and J. Collins, *Bin Laden in the Suburbs: Criminalising the Arab Other*, Sydney: Sydney Institute of Criminology Series, 2004.

P. Manning, 'Arabic and Muslim People in Sydney's Daily Newspapers, Before and After September 11,' *Media International Australia Incorporating Culture and Policy*, 109 (2002): 50-70.

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

## 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](http://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](http://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.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Assessment tasks

- Oral Seminar Presentation
- On-Course Essay
- Final Essay

### PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

#### Learning outcomes

- Evaluate cultural theories that will enable students to analyse relations of power, knowledge and authority in the context of media law.
- Compare a range of interdisciplinary critical theories that will enable students critically to evaluate diverse cultural texts, sites and institutions and that will generate new, professionally oriented knowledges.

#### Assessment tasks

- Oral Seminar Presentation
- On-Course Essay
- Final Essay

### PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:



## Learning outcome

- Apply problem solving practices oriented by research into real world issues.

## Assessment tasks

- Oral Seminar Presentation
- On-Course Essay
- Final Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Assessment tasks

- Oral Seminar Presentation
- On-Course Essay
- Final Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcome

- Develop ethical issues and methodologies that will enable them to develop social justice skills applicable to national and global contexts.

## Assessment tasks

- Oral Seminar Presentation
- Final Essay

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcome**

- Analyse and evaluate decisions relevant to their work practices and their personal lives.

### **Assessment task**

- Final Essay