



# CUL 399

## Sex, Death and Politics: The Ethics of Our Lives

S2 Day 2014

*Dept of Media, Music & Cultural Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Nicole Anderson

[nicole.anderson@mq.edu.au](mailto:nicole.anderson@mq.edu.au)

Contact via [nicole.anderson@mq.edu.au](mailto:nicole.anderson@mq.edu.au)

W6A Level 2

By email appointment & in third hour of Lectorial Tuesdays 4-5pm

Tutor

Melanie Rosen

[melanie.rosen@mq.edu.au](mailto:melanie.rosen@mq.edu.au)

By email appointment

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit is about the common (yet often scandalous) dilemmas or big issues we confront or have to ethically decide upon in our everyday lives. For example, why do we, or would we, decide to have an affair or a one night stand, and with who? Why do we decide to have kids, or not? Why do we decide to work, or be educated? Why do we decide it is important to prolong human life, or not (euthanasia)? From health; environment; science, to adultery; marriage; abortion; religion, war; sport, work and education, this unit will draw on a number of theoretical/philosophical and literary writers, as well as ethical and practical approaches, to debate how and why we make the decisions we do; why we think some decisions are more important than others, and how do we find the wisdom to decide that? How are we influenced by media and politicians, religion and society, family and friends? And are these decisions emotionally, instinctively, or rationally made?

## 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:

Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.

Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.

Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.

Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.

Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

## General Assessment Information

**ASSESSMENT 1: Debate Summary Paper - 1000 word paper on a topic from Weeks 1 – 7.**

**Submission:** all essays have to be submitted through turn-it-in, which can be accessed via the CUL399 ilearn site.

The paper will constitute the basic research and arguments you will be making in your team debate. You will write and debate on one of the topics from Weeks 1 – 7.

Write 1000 words outlining the position you will be taking/making within the context of your team debate. This paper should develop the arguments you will be making for your team (your argument will need to be different from, yet compliment, the arguments made by other members on your team). In your paper you need to discuss HOW you are going to argue your position in the context of what the other team members argue, and WHAT research you will be drawing on to make your argument. You will need to reference (in-text referencing), and include a Bibliography drawing on the essential and further readings.

Further information about this assessment will be discussed in the lectorial, and a more detailed description of the assessment criteria, rubrics, and requirements will be in iLearn.

### Grading Criteria for this assessment:

You will be graded on the following:

1. The structure of your argument in relation to your team members arguments. For example, you need to develop an argument that is different from your other team members, but that will contribute to your overall team debate, and therefore compliment your team members arguments.
2. The quality of your analysis, argumentation and fluency on the cultural issue or topic you have chosen to write about

3. The type of research you draw on to form your arguments (unit readings, further readings: scholarly and media)
4. The rigour of your argument: the logic, structure and flow
5. The academic fluency and the style in which you write your argument
6. Use of scholarly referencing and bibliography, as well as the presentation of your paper in terms of format, spelling, syntax, grammar and expression

## **ASSESSMENT 2: Team Debates (same topic as the debate summary)**

Depending on class numbers, you will form teams of 2, 3 or 4, and in lectorials will spend time with your team working on your arguments around one of the lecture topics from Weeks 1-7. During the lectorials from Week 8 -10 your team will debate another team on your chosen topic. The debate will be formally structured with a designated time keeper and adjudicator, and the team will be given a set time in which to present their arguments.

Your debate summary (assessment 1) will have contributed to developing your argument. HOWEVER, a debate does not constitute simply reading out your debate summary. For a start, you will have no more than 4 mins to make your point (1000 word debate paper is approximately 8-10 mins read out). Therefore you will have to summarise your argument in a way that is clear and effective for your team debate, but which also conveys a depth of understanding of your topic.

For reasons of fairness and equity, all grades for the debates will be handed back in lectorials after all the debates are completed.

\*\* Further information about this assessment will be discussed in the lectorial, and a more detailed description of the assessment criteria, rubrics, and requirements will be in iLearn.

### **Grading Criteria for this assessment:**

You will be graded on the following:

1. The fluency and lucidity in which you speak and present your arguments
2. Your ability to convey your understanding (through argument, research and content) of your topic so that you are able to look at the audience and engage their attention
3. Your ability to be able to use or refer to the other points your team members make in your presentation
4. Your contribution to audience question and answer time at the end of the debate
5. Your ability to rebut the arguments of the other team (either in person, or in collaboration with your team members).

## **ASSESSMENT 3: Final Essay - 2500 words**

**Submission:** all essays have to be submitted through turn-it-in, which can be accessed via the

CUL399 ilearn site.

Detailed information about the Final Essay Question will be posted on i-learn. Discussion of the Final Essay will take place in one of the Lectorials.

The Final Essay requires students to apply the lectorial content, readings and their own research to a particular cultural debate or topic of their choice taken from Weeks 1 – 7.

It is recommended that you build on your debate topic by arguing, analysing and evaluating both sides of the debate. However, you are also able to change to a different topic (from Weeks 1-7) if desired.

In the essay you are to outline both for or against positions that are generally taken in relation to the particular topic of your choice, and you are also to take a position by arguing which side of the debate you find most convincing and why. (This assessment is a research-based, analytic, evaluative and critically self-reflective assessment that requires you to communicate, by academic scholarly means, your ideas via well- reasoned arguments, while taking into consideration various scholarly viewpoints).

\*\* Further information about this assessment will be discussed in the lectorial, and a more detailed description of the assessment criteria, rubrics, and requirements will be in iLearn.

### **Grading Criteria for this assessment:**

Your essay will be graded on a series of criteria including:

1. Conceptual understanding of your topic
2. Demonstration of analytical and evaluative skills (all of which will have been learnt when preparing for the debates).
3. The quality of your analysis, argumentation and fluency on the cultural issue or topic you have chosen to write about
4. The structure of your essay: a clear statement of its aims (in the introduction); clear organisation (in a logical order and with a clearly flowing discussion); distinctive and clear argument, and a well-stated conclusion.
5. The identification of appropriate themes and concepts from the set texts and demonstrate their usefulness in the analysis of your cultural issue or topic
6. The use of appropriate evidence and theory to support your claims and arguments
7. The adequate and appropriate citation of your sources.
8. The presentation of format, spelling, syntax, grammar and expression
9. The use of an appropriate method to reference of all sources you have used, including a properly formatted bibliography?

\*\* Be sure to keep a copy of all your work submitted. Keep copies on disk or USB until the unit is over and you have received your final grade from the University.

## ASSESSMENT 4: Participation-Collaboration

Students will comment on their teammate's collaboration and contribution to the preparation of their team debate. The comment will be made on a prepared participation sheet, which can be downloaded from the i-Learn.

\*\* Further information about this assessment will be discussed in one of the lectorials, and a more detailed description of the assessment criteria, rubrics, and requirements will be in iLearn.

Criteria for contribution will include:

- discussion with your other debate team-mates about your ideas in the lectorials each week (and/or at some other time off or on-campus),
- contribution to the argument your team will make in your debate and in lectorials each week,
- contribution of research (finding articles, books, etc. that will contribute to your argument) which you bring to tutorials and share with your teammates.

The comments you make about your team member will be taken into account by your tutor when marking for participation and collaboration.

## Assessment Tasks

Name	Weighting	Due
<u>Debate Summary</u>	20%	26 Sept 2014 (before 5pm)
<u>Team Debates</u>	30%	From Weeks 8 - 10
<u>Final Essay - 2500 words</u>	35%	11Nov 2014 (before 5pm)
<u>Participation-Collaboration</u>	15%	Week 10 (in lecture)

### Debate Summary

Due: **26 Sept 2014 (before 5pm)**

Weighting: **20%**

See i-learn for detailed description and instructions for this assessment task.

On successful completion you will be able to:

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.

- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.

## Team Debates

Due: **From Weeks 8 - 10**

Weighting: **30%**

See i-learn for detailed description of and instructions for this assessment task

On successful completion you will be able to:

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

## Final Essay - 2500 words

Due: **11Nov 2014 (before 5pm)**

Weighting: **35%**

See i-learn for a detailed description of this assessment task

On successful completion you will be able to:

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.

## Participation-Collaboration

Due: **Week 10 (in lecture)**

Weighting: **15%**

See i-learn for detailed description/instruction of this assessment task

On successful completion you will be able to:

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

## Delivery and Resources

For updates to tutorial times and classes please consult the MQ Timetables at: <http://www.timetables.mq.edu.au>

### The Current Lectorial times and Location for CUL399 is below:

**Lecture Location:** C5C 230 - Collaborative Forum

**Day:** Tuesdays

**Time:** 2 - 5pm.

From Week 1 -7, 11 the first 2 hours will comprise the lectorial (interactive lecture, and problem and enquiry based group work). The third hour will comprise either debate group work or consultation with the convenor.

From Week 8-10, the three hours will be devoted to the in-class debate teams.

### Resources:

There is a CUL399 i-learn website, which can be accessed at: <http://learn.mq.edu.au/>

The i-learn site will contain the following, all of which can be downloaded: Unit Outline, Weekly



Schedule of Lecture Topics, Assessment details, Essay Writing Tips, Essential and Further Reading Lists.

Also on the i-learn site you will be able to access ECHO360 and Turn-It-In, through which you will submit Assessment 1 and 3.

## **Extensions and Penalties:**

You must NOT submit assessments after the due dates. Extensions for the first assessment will not be given unless a student has a medical certificate or equivalent, or where they have discussed the situation with the convenor or tutor BEFORE the assessment is due.

All late assessment (without medical or other certificates or evidence) will receive a penalty of 5% per day until handed in.

The Final Essay is in lieu of examination therefore late essay will not be marked unless you have made a formal application through the Disruption to Studies procedure. The Disruption to Studies procedure can be found at: [http://www.mq.edu.au/policy/docs/disruption\\_studies/procedure.html](http://www.mq.edu.au/policy/docs/disruption_studies/procedure.html)

The Disruption to Studies Notification must be completed by the student and submitted online through [www.ask.mq.edu.au](http://www.ask.mq.edu.au)

## **Attendance:**

There are no tutorials for this unit, there is only a 3 hour lectorial once a week. Lectorials are lively and interactive with Q&A and problem solving group work taking place. Team debate groups will also be formed and practiced during this time. Not attending class will put you at a disadvantage. Therefore it is strongly recommended that students attend the lectorials unless the student has spoken to the convenor beforehand, or has evidence of sickness or unavoidable disruption. Not attending may affect your group 'Participation-Collaboration' and your team debate assessment. There will be a roll taken in lectures.

CUL399 also requires that students follow the unit on iLearn and stay informed of special announcements and additional information posted there.

ALL questions and concerns about CUL399 should be, in the first instance, emailed to your tutor: Melanie Rosen. Melanie Rosen's email can be found on i-Learn.

## **Assignment Submission:**

There are no hard-copy submissions for CUL399. All written assessments should be uploaded through turn-it-in on the i-learn site.

## Unit Schedule

See the downloadable schedule of weekly topics and readings in i-learn

## 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

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

### Assessment tasks

- Debate Summary
- Team Debates
- Participation-Collaboration

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

### Assessment tasks

- Debate Summary
- Team Debates
- Final Essay - 2500 words

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.

- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

## **Assessment tasks**

- Debate Summary
- Team Debates
- Final Essay - 2500 words

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Assessment task**

- Final Essay - 2500 words

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.

## **Assessment tasks**

- Debate Summary
- Team Debates
- Final Essay - 2500 words
- Participation-Collaboration

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- Critical reflection of the impact and consequence of ones arguments on others, while respecting the difference of counterarguments.

### Assessment tasks

- Debate Summary
- Team Debates
- Final Essay - 2500 words
- Participation-Collaboration

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and every day lives.
- Critical reflection of the impact and consequence of ones arguments on others, while

respecting the difference of counterarguments.

## **Assessment tasks**

- Team Debates
- Participation-Collaboration

## **Changes from Previous Offering**

No substantial changes to the structure of the unit or to the assessment. However, two new topics have been added (while two deleted). The new topics for this semester include: The Death Penalty debate, and the Animal rights debate. Other topics have stayed the same.