MAS 302

Media Identities

MQC2 Day 2014

Dept of Media, Music & Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Lecturer
Greg Levine
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n/a
Please email for appointment.

Credit points
3

Prerequisites
39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description
This unit introduces students to key models used to investigate a range of identities in relation to media and communications. It covers major feminist theoretical perspectives as well as recent approaches to masculinity, sexuality and race. These approaches are applied to media forms and practices including film, print media, news, advertising, sports journalism and the internet. The unit has an emphasis on the Australian media milieu and covers concepts of identity in terms of self-realisation, social media spaces, representational practices and processes of gender mediation.

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 the ways in which media-identity relationships have been constructed and theorised

Examine key theoretical approaches to media analysis

Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals

Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays

Appraise academic literature and use that reflection to plan for future assessments

Assessment Tasks

Name	Weighting	Due
Lead the Class Exercise	15%	Ongoing from Week 3
Problematising Identity	25%	Friday 29 August
Media Analysis Essay	40%	Friday 3 October
Attendance and Participation	20%	Weekly

Lead the Class Exercise

Due: **Ongoing from Week 3**
Weighting: **15%**

Students are required to pick a week in which to lead the class through discussion of that week's readings. More details will be available on iLearn, and discussed at lecture.

On successful completion you will be able to:

- Analyse the ways in which media-identity relationships have been constructed and theorised
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- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays
- Appraise academic literature and use that reflection to plan for future assessments

Problematising Identity

Due: **Friday 29 August**
Weighting: **25%**

Students will nominate a media text that has made a significantly negative impression on them and to justify precisely why they have such disdain for it. Given that the unit is designed to reflect on the construction and perpetuation of identity in the media, your critique must focus on these aspects of your chosen text, and make use of concepts drawn from weeks 1-6 that might back up your concerns. Further instructions will be provided during the lectures.

- Grading Criteria in the form of a rubric is available on iLearn.
- Late penalty of 5% per day applies to late work that is not accompanied by appropriate documentation.

On successful completion you will be able to:
- Analyse the ways in which media-identity relationships have been constructed and theorised
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- Appraise academic literature and use that reflection to plan for future assessments

Media Analysis Essay

Due: **Friday 3 October**
Weighting: **40%**

The major essay will focus on critical reviews of some of the films presented during the course.

- Essay questions and further details to be available on iLearn.

- Grading Criteria in the form of a rubric is available on iLearn.

- Late penalty of 5% per day applies to late work that is not accompanied by appropriate documentation.

Essay Assessment Criteria and Grades

In MAS 302 three sets of criteria are assessed in essays: reading and research; argument and analysis; and writing and structure. Within each of these sets, markers are looking for the following:

Reading and research: evidence of critical engagement with set course materials; evidence of independent reading of appropriate academic material; evidence of thorough research (books, journals, Internet, media resources and archives).

Argument and analysis: well-articulated and well-supported argument; evidence of critical thinking (through taking a position in relation to key ideas from the course, and supporting this position); evidence of relational thinking (through making connections between key ideas from the course and wider literature, and supporting these connections).

Writing and structure: clear, logical and coherent structure; clarity of expression; adequate referencing.
The notes below indicate the relationships between these criteria and grades. These should be

taken as indicative rather than prescriptive. Grades are defined in the Macquarie Handbook of Undergraduate Studies.

Pass essays

Macquarie University defines the Pass standard as denoting performance which "satisfies unit objectives" the majority of essays submitted are likely to be of Pass standard. Pass essays will be solid, satisfactory pieces of work which clearly meet good standards in all three of the assessment categories.

However, generally speaking, Pass essays will probably have substantial room for improvement in at least two of the three assessment categories. The following are some examples of common problems in Pass essays: Pass essays often rely overly on description and summary at the expense of argument. They sometimes demonstrate an understanding of the need to be analytical and to construct an argument, but do not quite achieve an effective one. Often they are under-researched. Pass essays are also often in need of further editing and revision and may feature occasional unclear language or less-than coherent structure (essays which are unclear or incoherent throughout may fail).

In MAS 302, essays which are inadequately, poorly or sloppily referenced cannot attain higher than a Pass at best. Moreover, MAS 302 essays which display no evidence of academic reading beyond the unit reader cannot attain higher than a Pass at best.

Credit essays

Macquarie University defines the Credit grade as denoting "performance which is substantially better than would normally be expected of competent students in the unit." Credit essays, therefore, are very much above average. Speaking generally, Credit essays will often have at least some of the following characteristics: they will probably have a clear and well-supported argument and are likely to offer strong evidence of serious and thoughtful reading and research; they will often also demonstrate a broader understanding of the key themes and concepts of the unit. In addition, Credit essays will be written with a high degree of clarity and precision, and will obviously be the product of a serious process of thoughtful drafting, revision and editing. However, Credit essays will probably still display significant room for improvement in at least one of the three assessment categories.

Distinction and High Distinction essays

The university defines the Distinction grade as denoting performance which "clearly deserves a very high level of recognition as an excellent achievement in the unit." Distinction essays are exceptional pieces of work which demonstrate initiative in research and are informed by serious reading on the essay topic and in the subject area more broadly. They display both breadth and depth of understanding. Speaking generally, Distinction essays will often have at least some of the following characteristics in addition to meeting all the requirements of the Credit standard: Distinction essays usually demonstrate complex understanding and the best of them may display some originality in their analysis. Distinction essays often engage critically with underlying assumptions in texts and assess these with reference to well chosen other texts and appropriate evidence and examples.

In sum, Distinction essays are excellent pieces of writing, with carefully-mounted and effective arguments, well-supported with reference to rigorous and comprehensive research; in addition,

they will be persuasively written and probably display some initiative and flair. The grade of High Distinction is awarded to essays which satisfy all of the criteria of the Distinction essay in an obviously exceptional manner: this grade is defined by the university as denoting work "which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition."

Fail Essays

Fail essays do not satisfy minimum standards in any of the three assessment categories. Fail grades may be given in a range of cases, including (but not limited to) cases where: the assignment submitted more closely resembles a set of preliminary notes than a finished essay; the essay contains no evidence of reading or evidence only of reading material inappropriate for university study (this often means haphazardly selected writings found online); the essay does not construct an argument but relies instead entirely on description and synopsis; the essay calls upon the reader to guess at the meaning intended, through lack of care and attention in spelling, grammar, sentence and paragraph construction.

Please note that clarity of expression is not an optional extra in university work and that all assignments must be clearly and precisely written, using language appropriate to a university assessment task.

Some Tips on How to write a better essay:

Five things which should be in undergraduate essays but often aren't: (1) evidence of reading (2) evidence of thinking (3) clarity and precision in written expression (4) facts (5) concrete examples.

Five things which shouldn't be in undergraduate essays but often are: (1) grammatical errors (2) spelling mistakes (3) referencing problems (4) unsupported assertions and crude generalisations (5) lots of direct quotes (rarely necessary).

On successful completion you will be able to:

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- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays
- Appraise academic literature and use that reflection to plan for future assessments

Attendance and Participation

Due: **Weekly**
Weighting: **20%**

Attendance and Participation

Students are expected to attend ALL tutorials. Any missed tutorial must be accompanied by

appropriate documentation (unless your absence has been agreed upon and documented by your tutor).

On successful completion you will be able to:

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- Examine key theoretical approaches to media analysis
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Delivery and Resources

Seminars: Each week we will have a 3-hour session. The sessions will involve lectures, student-led presentations, discussion of readings, and screenings. The timetable for classes can be found on the MQC Student Portal at: http://student.mqc.edu.au/

iLearn: Course uses iLecture and Echo360. Students are advised to make frequent use of iLearn in order to survey course content in greater detail.

Reader: A MAS302 unit reader will be available from the Co-op Bookshop. The reader is mandatory. The readings for the course are listed below and are included in the course reader**:**

Readings: The readings for each week are listed on iLearn, as well as in the course guide:

Week One: Media, Gender and Identity
Gauntlett, D. (2008) *Media, Gender and Identity: An Introduction,* (Second Edition) London and New York: Routledge, pp. 1-45
Week Two: Gender & Language
Pauwels, A. (2001) 'Spreading the Feminist Word: The Case of the New Courtesy Title *Ms* in Australian English' in Hellinger, M. & Bussmann, H. (eds) *Gender Across Languages: the linguistic representation of women and men, vol.* 1 Amsterdam and Philadelphia: John Benjamines, pp. 137-151
Spender, D. (1980) "Language and Reality: Who Made the World?" in *Man Made Language*. London: Pandora, pp. 138-62
Week Three: The Male Gaze
Chaudhuri, S. (2006) *Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed* London & New York: Routledge, pp. 31-44.
Nead, L. (1992) The Female Nude: Art, Obscenity and Sexuality, London and New York: Routledge, pp. 5-33
Mulvey, L. (2000). 'Visual Pleasure and Narrative Cinema' in Stam, R. and Miller, T. (eds), *Film and Theory: An Anthology*. Oxford: Blackwell, pp 483-494.

Week Four: Gender and Embodiment in Australian Cinema

Butters, P. (1998) 'When Being a Man is all you've got: Masculinity in *Romper Stomper, Blackrock, Idiot Box* and *The Boys'* in *Metro Magazine,* Number 117, pp. 4046.

Waddell, T. (2003) 'The Great Unwashed of Australian Cinema' in French, Lisa (ed) *Womenvision: Women and the Moving Image in Australia,* Melbourne: Damned Publishing, pp. 183-195.

Week Five: Community: Citizenship and Suburbia

Manning, P. (2006) *Us and Them: A Journalist's Investigation of Media, Muslims and the Middle East,* Sydney: Random House Australia, 13-37.

Harris, A. (2004) "Citizenship and the Self-Made Girl" in *Future Girl: Young Women in the Twenty-First Century.* London: Routledge, pp. 61-91.

Huq, R. (2013) *Making Sense of Suburbia through Popular Culture*, London: Bloomsbury, pp. 83-108

Week Six: Magazines, Gossip and Celebrity

Gauntlett, D. (2008) *Media, Gender and Identity: An Introduction,* (Second Edition) London and New York: Routledge, pp. 164-222

Week Seven: Queer(ing) Theory

Spargo, T. (1999) *Foucault and Queer Theory*, London: Icon, 3-75

Week Eight: Identity, Difference and Becoming

Currie, T (2004) *Difference (The New Critical Idiom)* London and New York: Routledge, pp. 3-19

Sutton, D. and Martin-Jones, D. (2008) *Deleuze Reframed,* London: IB Taurus, pp. 44-50

Sotirin, P. (2011) "Becoming-Woman" in Stivale, C.J (ed), *Gilles Deleuze: Key Concepts*. Montreal, Canada: McGill-Queen's University Press, pp.98-109

Week Nine: Children and the Media

Lumby, C.(2012) "Presumed Innocent: Picturing Childhood" in Potts, J. and Scannell, J. (eds), *The Unacceptable*, London: Palgrave Macmillan, pp.68-79

Kane, E. (2013) *Rethinking Gender and Sexuality in Childhood*, London: Bloomsbury, pp. 87-104

Week Ten: Sporting Bodies

Murphy, P. (2001) 'Sex as Sport' in *Studs, Tools and the Family Jewels: Metaphors Men Live By,* Madison: University of Wisconsin Press, pp. 59-75.

Yeates, H. (1995) 'The League of Men: Masculinity, The Media & Rugby League Football' in *Media Information Australia,* No. 75, February, pp. 35-45.

Coleman-Bell, R. (2006) "Droppin' it like it's hot": the sporting body of Serena Williams', in Holmes, S. & Redmond, S. (eds.) *Framing Celebrity: New directions in celebrity culture,* London & New York: Routledge, pp. 195-205.

Week Eleven: Disability, Identity and the Media

Simpson, C. and Matthews, N. (2012) "Dancing Us to Her Song", Australian Feminist Studies, Volume 27, No. 72, pp. 139-155

Meekosha, H. (2003) "Communicating the Social: Discourses of disability and difference" in *Australian Journal of Communication,* Volume 30, Issue 3, 2003, pp. 61-68

Week Twelve: Technologies of Difference

Thornton, S. (2007) *Women, Feminism and the Media*, Edinburgh: Edinburgh University Press, pp. 113-144

Gram, S. (2013) "The Young Girl and the Selfie", *Textual Relations*, available at http://text-relations.blogspot.com.au/2013/03/the-young-girl-and-selfie.html (Accessed 2 July 2013)

Appendix: Terms and Concepts

Marinucci, M (2010) "Appendix: Terms and Concepts" in *Feminism is Queer*, London and New York: Zed Books, pp.115-1366 n

Unit Schedule

Unit Schedule: Overview	
Week 1	Media, Gender & Identity
Week 2	Gender & Language
Week 3	The Male Gaze
Week 4	Gender & Embodiment in Australian Cinema
Week 5	Community: Citizenship and Suburbia
Week 6	Magazines, Gossip and Celebrity
Week 7	Queer(ing) Theory

Week 8	Identity, Difference and Becoming
Week 9	Children in the Media
Week 10	Sporting Bodies
Week 11	Disability, Identity & Media
Week 12	Technologies of Difference
Week 13	Course Review

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.

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

- Analyse the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

- Lead the Class Exercise

- Problematising Identity
- Media Analysis Essay
- Attendance and Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Examine key theoretical approaches to media analysis
- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
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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:

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- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays
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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:

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- Analyse the ways in which media-identity relationships have been constructed and theorised
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- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
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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:

Learning outcomes

- Appraise independent academic research in the discipline, including identifying and using appropriate articles in academic journals
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays
- Appraise academic literature and use that reflection to plan for future assessments

Assessment tasks

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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 the ways in which media-identity relationships have been constructed and theorised
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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 the ways in which media-identity relationships have been constructed and theorised
- Examine key theoretical approaches to media analysis

Assessment tasks

- Problematising Identity
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- Attendance and Participation

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 the ways in which media-identity relationships have been constructed and theorised
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Assessment tasks

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