



# SOC 341

## Sociology of the Arts

S2 Day 2015

*Dept of Sociology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

convenor

Alison Leitch

[alison.leitch@mq.edu.au](mailto:alison.leitch@mq.edu.au)

Contact via 8102

W6A 832

TBA

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

To what extent is art a form of collective action rather than individual creation? What are the social and institutional arrangements that make art possible? How is art aesthetically defined, produced and distributed? Drawing upon classical sociological statements on art and society, as well as contemporary research on art and art worlds, this unit focuses on the institutional arrangements and social networks – between artists, critics, patrons, audiences and institutions – that make art possible. Topics include aesthetics in social life; the role of the artist in creative economies; art movements and social change; the politics of art institutions, as well as the intriguing question of whether or not art works have their own agency, mediating social relationships in powerful, albeit, unexpected ways.

## 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:

Introduce students to key texts, scholars and themes in the sociology of the arts  
critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture

Explore current trends and new research directions in the field of the sociology of the arts  
Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context

Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture park project

Facilitate critical engagements with other student's ideas through structured discussions in seminars

Encourage the development of research skills through research essay and documenting the MQ sculpture park project

Encourage peer group learning through group discussion , group presentation and group research

Encourage the development of writing skills

## General Assessment Information

- All written assignments must be passed through Turnitin. Essays that have not been submitted through Turnitin will not be marked.
- I will also require a *hard copy* of your short and long essays to be submitted to the Sociology Box on the Ground Floor of W6A. Please also attach a cover sheet with all the details filled out.
- You *must* keep a copy of all the work you submit
- All assignments which are officially received after the due date ,and where no extension has been granted by the course convenor , will incur a deduction of 5% for the first day, and 1% for each subsequent day on which the work is received.
- **Extensions:** Where a student cannot hand in a piece of work on a due date because of illness or misadventure or other personal difficulties, the student is entitled to ask for an extension for that piece of work. In order to receive an extension the student must provide some form of written documentation, for example a medical certificate or other supporting evidence. Other excuses for late submission of work such as other work due at the same time, or involvement in extra-curricular activities *do not* entitle the student to an extension and are not considered reasonable excuses for late submission. *Note:* extensions *cannot* be given for work-related issues.

## Assessment Tasks

Name	Weighting	Due
<u>Attendance and Participation</u>	20%	Ongoing

Name	Weighting	Due
<a href="#"><u>Group Presentations</u></a>	20%	Week 13 (03/11/15) 10-12am
<a href="#"><u>Long Essay</u></a>	40%	Week 9 (Tuesday 6/10/15) 5pm
<a href="#"><u>Short Essay</u></a>	20%	Week 5 (25/08/15)

## Attendance and Participation

Due: **Ongoing**

Weighting: **20%**

a) This class will run as a combination of lectures, tutorials and workshops. We have a number of guest lecturers coming along to talk about the sociology of arts from their particular areas of expertise. Attendance at all lectures, tutorials and workshops ( see below ) is therefore *mandatory*. I will be taking attendance in all our sessions. in order to receive full marks for attendance you *must* attend at least 80% of all lectures, tutorials and 100% of workshops.

b) Attendance is not enough. Participation not only means coming along regularly to class. It also means that before class on Tuesdays you should have read the required readings set for each week's lectures and discussions and be prepared to raise questions. the quality of these discussion sessions will depend on your active participation ad you are expected to have read the set readings *before* class and have questions ready for discussion. You will be encouraged to keep notes on your understandings of the required readings. You are also expected to contribute to general discussions when they arise and be prepared to speak up. We will discuss how to facilitate this in our first tutorial session in week 2. We may elect to have specific speakers to lead discussion questions in class. it is also possible that we will use the online discussion boards to signal questions for the class in preparation for our weekly discussions.

c) This class has a group workshop component. During the semester we will hold three workshops in class time where we will work in collaboration with the MQ Art Gallery and the senior curator, Rhonda Davis and her colleagues on a class project: '*Documenting and enhancing the audience experience of the MQ sculpture park*'. This project will give students the opportunity for some hands on experience working with the MQ sculpture collection. Depending on student interests, we will work towards producing a package that might include for example, a listening tour for visitors; a mapping project; a you tube video; a photographic portfolio. Other ideas will evolve out of the workshops. We will hold workshops in Week 4; Week 7 and hold a group presentation of the work you have completed during the semester in Week 13. Given the collaborative nature of this exercise, it is highly likely that you will need to spend some time working with your group outside of class time. Weeks 9 and 12 will be dedicated as study weeks to allow you time to work within your groups on the sculpture project. Although these group presentations will involve quite a lot of work, all the assessments in this class build towards this project: the short and long essays, the tutorials and the workshops.

On successful completion you will be able to:

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context
- Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture part project
- Facilitate critical engagements with other student's ideas through structured discussions in seminars
- Encourage peer group learning through group discussion , group presentation and group research

## Group Presentations

Due: **Week 13 (03/11/15) 10-12am**

Weighting: **20%**

The final workshop in Week 13 (Tuesday 3/11/15) will be dedicated to group presentations. This will be an oral presentation and will be evaluated by Art Gallery staff and the course convenor. We will discuss the details of this assessment in class. There will also be an *individual* component to this assessment. Throughout the semester you must keep an individual research diary on your projects. This research diary should be handed to me on the day of the final group presentation and it will account for part of your grade in this assessment. The diaries can be in the form of notes, jottings , drawings, plans, scribbles, photos and/or other writing. Students who fail to hand in a research diary will automatically lose 50% of their marks for the group assessment. We will discuss this further in class.

On successful completion you will be able to:

- Explore current trends and new research directions in the field of the sociology of the arts
- Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture part project
- Facilitate critical engagements with other student's ideas through structured discussions in seminars
- Encourage the development of research skills through research essay and documenting the MQ sculpture park project
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- Encourage the development of writing skills

## Long Essay

Due: **Week 9 (Tuesday 6/10/15) 5pm**

Weighting: **40%**

**Choose topic A or topic B**

**A: What might a perspective from the sociology of the arts contribute to understanding the biography and career of an individual artist?**

Choose one of the artists whose work is in the MQ Sculpture Part. Describe the work and your reactions to it. Research the artists's biography. Write up a case study of the artists and the artist's career. Using the course readings, as well as other research material illustrate how a sociological perspective on art and the arts might help us understand the artistic life and career of this artist.

**B: What can a sociological perspective on art and the arts tell us about the production of art?**

Choose one of the works in the MQ Sculpture Park and tell me why you have chosen this particular piece. Research the work. Describe it. Describe your reactions to the work. Using the course readings, as well as other research discuss what a sociological perspective on art that the arts might tell us about the production of this work.

On successful completion you will be able to:

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## Short Essay

Due: **Week 5 (25/08/15)**

Weighting: **20%**

For this exercise you are expected to do a close reading of a text to demonstrate your understanding of key issues. The exercise is also a writing exercise where you must synthesise ideas from the readings and respond in your own words.

**Question: Why is Art so difficult to define?**

Choose **ONE** of the following articles.

Dissanayake, Ellen 1992. 'The Core of Art'. Chapter 3 in *Homo Aestheticus: where art comes from and why*. New York: the Free Press, pp 39-63

Dewey, John 1980(1934) 'The Live Creature'. Chapter 1 in *Art as Experience*. New York: Perigree Books, pp 3-19.

Outline the author's argument in the chapter about art as a social category. Make sure to do a 'close reading' of the article by summarizing the key points and using the text itself to illustrate where appropriate. Respond to the author's argument in your own words. What do you think of the argument in the piece? What are its limitations and difficulties? In your answer you may also refer to the lecture material or other sources, but it is not necessary. The key to doing well in this exercise is to stay close to the text and write and answer that really tries to explain what the author is saying and to clearly articulate your own response.

On successful completion you will be able to:

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- Encourage the development of writing skills

## Delivery and Resources

**Lectures:** Tuesday 10-12 W5C 309

**Tutorials:** Tuesday 12-1 W5C 309

**Workshops:** in Week 4 and Week 7 will be held in the MQ Uni Art Gallery. 10-12 am

The final group presentation in week 13 will also be held in the MQ Uni Art Gallery

The course will be supported with an iLearn space where I will be making regular announcements and where we will be having a discussion board.

## Unit Schedule

### SEMINAR SCHEDULE

WEEK	LECTURE TOPIC	READING
Week One 28/8	Introduction: What is Art? What is a sociology of the Arts?	Inglis, David

**Unit guide** SOC 341 Sociology of the Arts

Week Two 4/8	What is Art Continued Art Gallery Visit	Dissanayake, E. Dewey, John
Week Three 11/8	Aesthetics	Gell, Alfred Freeland, Cynthia
Week Four 18/8	Art as a Way of Seeing: Work-shopping the Sculpture Park Project	Baxandall, Michael
Week Five 25/8	Art as Collective Action: the art world	Becker, Howard Lane, Jeremy
Week Six 1/09	The Art World continued: How do artists become artists? Two case studies.	Csiksentmihalyi, Mihali
Week Seven 8/09	Art and Gender: Work-shopping the Sculpture Park Project	Nochlin, Linda Chadwick, Whitney.
<b>MID SEMESTER BREAK</b>	<b>14<sup>th</sup> -27<sup>th</sup> of SEPTEMBER</b>	
Week 8 29/09	Art Galleries and the Role of the Curator	Smith, Terry Thomas, Daniel.
Week 9 6/10	Study Week: Assessment Due Work on Group Projects	
Week 10 13/10	Talking Prices and 'The Great Art Bubble'	Velthuis, Olav. Thornton, Sarah.
Week 11 20/10/15	Artless Art? : Spirituality and Ethics in Learning Sufi Music and Islamic Calligraphy	Senay, Banu Ingold, Tim
Week 12 27/10/15	Study week to work on Group Projects	
Week 13 3/11/15	Presentation of MQ Sculpture Park Group Projects	

## 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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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

### 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

- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context
- Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture park project
- Facilitate critical engagements with other student's ideas through structured discussions in seminars
- Encourage the development of research skills through research essay and documenting the MQ sculpture park project
- Encourage the development of writing skills

## Assessment tasks

- Group Presentations
- Long Essay
- Short Essay

## 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

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture part project
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- Encourage peer group learning through group discussion , group presentation and group research

## Assessment tasks

- Attendance and Participation
- Group Presentations

## 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

- Introduce students to key texts, scholars and themes in the sociology of the arts

- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context
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- Encourage peer group learning through group discussion , group presentation and group research

## **Assessment tasks**

- Attendance and Participation
- Group Presentations
- Long Essay
- Short Essay

## **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**

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Introduce students to practical aspects of the 'art world' in the context of documenting the MQ sculpture part project
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the MQ sculpture park project

- Encourage peer group learning through group discussion , group presentation and group research

## Assessment tasks

- Group Presentations
- Long Essay
- Short Essay

## 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

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
- Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context
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- Encourage the development of writing skills

## Assessment tasks

- Group Presentations
- Long Essay
- Short Essay

## 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

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
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- Encourage the development of writing skills

### Assessment tasks

- Group Presentations
- Long Essay
- Short Essay

## 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

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture

- Explore current trends and new research directions in the field of the sociology of the arts
- Facilitate discussions through on site experience of contemporary art exhibits in the Sydney Metropolitan context
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## **Assessment tasks**

- Attendance and Participation
- Group Presentations
- Long Essay
- Short Essay

## **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**

- Introduce students to key texts, scholars and themes in the sociology of the arts
- critically evaluate a variety of theoretical approaches to understanding the broad connections between art and society and art and culture
- Explore current trends and new research directions in the field of the sociology of the arts
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in seminars

- Encourage the development of research skills through research essay and documenting the MQ sculpture park project

## **Assessment tasks**

- Attendance and Participation
- Group Presentations

## **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**

- Introduce students to key texts, scholars and themes in the sociology of the arts
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