



# CUL 399

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

S2 Day 2015

*Dept of Media, Music & Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor and Lecturer

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TBA

TBA

Co-Convenor

Associate Professor Nicole Anderson

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:

1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
2. Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and everyday lives.
3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## General Assessment Information

### ASSESSMENT 1: Debate Paper Summary

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 written arguments you will be making for your 2nd Assessment task: the oral team debate.

#### Instructions:

Write 800 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 describe your argument, discuss HOW you are going to argue your position, 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 *all* of the essential and *some* of the further readings.

Further information about this assessment will be discussed in the lectorial, and a more detailed description of the assessment criteria and requirements will be uploaded on the CUL399 iLearn site.

#### 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 mid-semester break teams will debate each other 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.

***PLEASE NOTE: That students only have to attend one of the 3 days allocated for the team debates in the mid-semester break.***

The days allocated are: Weds 23, Thurs 24, and Fri 25 September.

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 (An 800 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. You will be expected to memorise your argument.

For reasons of fairness and equity, all grades for the debates will be emailed 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 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 to reinforce your own arguments (if appropriate).
4. 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 build on their topic (already written about and debated).

#### **In the essay, it is required that you either:**

1) build on your debate topic by arguing, analysing and evaluating both sides of the debate.

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.

**Or,**

2) write a critically self-reflective essay on the nuances and complications that arose when arguing for only one side of the topic debate. What problems did you encounter? What were the difficulties of taking a position you might disagree with? What did you learn about argumentation? What did you learn about the position of the side you disagreed with but had to argue for? Did you learn to respect the other side of the argument? Or was your own position reinforced further?

(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 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 about which you have chosen to write.
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 Tasks

Name	Weighting	Due
<u>Debate Paper Summary</u>	20%	COB Friday 11 Sept 2015
<u>TEAM DEBATES</u>	30%	Sept 23-25
<u>FINAL ESSAY</u>	35%	13/10/2015
<u>PARTICIPATION-COLLABORATION</u>	15%	Tuesday 29th September

### Debate Paper Summary

Due: **COB Friday 11 Sept 2015**

Weighting: **20%**

Write 800 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).

For more detailed information see the 'General Assessment Information' section.

On successful completion you will be able to:

- 1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- 2. Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and everyday lives.
- 3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- 4. Apply team and individual problem and enquiry based learning to contemporary social,

cultural and ethical issues and debates.

## TEAM DEBATES

Due: **Sept 23-25**

Weighting: **30%**

This assessment requires a team of either 3 or 4 debating another team of 3 or 4 in a formal debate context.

See iLearn site for detailed description of and instructions for this assessment task

On successful completion you will be able to:

- 1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- 2. Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and everyday lives.
- 3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- 4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## FINAL ESSAY

Due: **13/10/2015**

Weighting: **35%**

The Final Essay will build on, but expand, the arguments you made in your team debate.

For more detailed information see the 'General Assessment Information' section in this unit guide.

Also, further information will be discussed in lectorials.

On successful completion you will be able to:

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

## PARTICIPATION-COLLABORATION

Due: **Tuesday 29th September**

Weighting: **15%**

**Participation-Collaboration Due:** Tues 29 Sept (you will need to upload your grade and report through iLearn (instructions n iLearn) **Weighting:** 15%

This assessment requires you to peer-review and grade the members of your debate team on how much they collaborated and the quality of their collaboration. You will be provided rubrics to help you grade and you will also need to justify this grade by writing a 1 page report on the contribution to the team of each member. You are expected to attend lectorials where you will be working in your groups, and therefore will be graded on your participation in lectorials as well.

See i-learn for detailed description/instruction of this assessment task, and for the rubric and report, and for instructions on how to submit.

On successful completion you will be able to:

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

## Delivery and Resources

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

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

**Day:** Mondays (from Weeks 1 -7)

**Time:** 9 -11am

From Week 1-7, the 2 hour lectorials will comprise of interactive lectures with Q&A, problem and enquiry based group work, and debate team work.

**IMPORTANT (Please Read):**

During the second week of the mid-semester break, 3 days have been put aside for students to present and debate the topic they have chosen.

The days are: Weds 23rd, Thurs 24th and Fri 25th.

These debates will take place in C5C Forum.

**PLEASE NOTE: Students do not have to attend all 3 days.** You simply need to chose one of the 3 days to attend and present on your debate topic. The day you attend will be allocated in the lectorials in the first few weeks.

**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 (Debate Summary),

Assessment 3 (Final Essay),

Assessment 4 (Participation Rubric).

The Team Debates (Assessment 2) you will do during the intensive mode during the break, as mentioned above.

### **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 2 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, by regularly checking your student emails.

ALL questions and concerns about CUL399 should be emailed to the convenor Dr. Undine Sellbach, whose 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

Please see iLearn for the schedule of topics and reading lists.

This year topics will include: adultery, gay marriage, euthanasia, death penalty, child pornography and art, animal and environment ecologies, the effect of technology on thinking and attention, the mass consumption of eating insects.

## 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

### 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 outcome

- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

#### Assessment tasks

- 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**

- 1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- 2. Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and everyday lives.
- 3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- 4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## **Assessment tasks**

- Debate Paper Summary
- TEAM DEBATES
- FINAL 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**

- 2. Evaluate cultural, social, and ethical values, to enable students to emerge as capable of professional and personal judgement in both their working and everyday lives.
- 3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- 4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## **Assessment tasks**

- Debate Paper Summary

- TEAM DEBATES
- FINAL 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

- 1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- 3. Apply theoretical arguments underpinning contemporary issues and debates to specific ethical decision making in everyday life.
- 4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.

### Assessment tasks

- Debate Paper Summary
- TEAM DEBATES
- FINAL 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

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

specific ethical decision making in everyday life.

- 4. Apply team and individual problem and enquiry based learning to contemporary social, cultural and ethical issues and debates.
- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## **Assessment tasks**

- Debate Paper Summary
- TEAM DEBATES
- FINAL ESSAY

## **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**

- 1. Analyse, identify and communicate the broad and specific arguments in contemporary cultural, political and ethical debates.
- 5. Reflect critically the impact and consequence of one's arguments on others, while respecting the difference of counterarguments.

## **Assessment tasks**

- Debate Paper Summary
- TEAM DEBATES
- FINAL ESSAY

## **Changes since First Published**

<b>Date</b>	<b>Description</b>
27/07/2015	Removed email.