



MAS 302

Media Identities

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Lecturer

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Y3A193F

Wednesday 9-11am

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
<u>Presentation and Reflection</u>	35%	Weeks 3-13
<u>Online Quiz</u>	15%	14.09.2016
<u>Final Essay</u>	50%	11.11.2016

Presentation and Reflection

Due: **Weeks 3-13**

Weighting: **35%**

This assessment task has two parts: a group presentation and an individual reflection.

PART 1: GROUP PRESENTATION (15%)

Students will prepare a 10-minute presentation in groups of three. Each group is assigned a specific week and their presentation will develop on the theme and readings of that particular week. In the presentation, the groups introduce a media event, text or a phenomenon that in their view aligns with the theoretical approaches presented in that week's readings. The presentation is not a summary of the arguments made in the readings, but a reflection on how those ideas apply to the media around us. The chosen event, text or phenomenon must belong to Australian media.

The aim of the presentation is to:

1. Analyse Australian media (the chosen case study can be from a range of media: radio, film, television, magazines, newspaper, social media etc.).
2. Explicate why a particular media event, text or phenomenon is interesting from the point of view of identity (as well as that week's specific theme).
3. Identify and use appropriate academic arguments in relation to media.

The presentation consists of:

1. 10 minutes of time. Pay extra attention to timing your presentation. You will be cut off after 10 minutes.

2. A visual aid - such as powerpoint - with which you present your findings to the class.
3. A structure. Do not try and say everything there is to say about your chosen case. Choose key ideas and structure your presentation around them. Remember to introduce the media example properly and provide concluding remarks.
4. Three group members. Each member of the group must be present and contribute to the presentation.
5. Individual report (template provided in iLearn) on the group working process. To be submitted via Turnitin before the presentation.

Assessment criteria for AT1/ Part1:

The applicability of the media example to the week's topic and readings. Groups are expected to explicate why and how the media event, text or phenomenon applies to the arguments covered in the readings.

Media analysis. Groups will be assessed based on their ability to analyse the details and scope of their chosen example.

Clarity of the presentation. The presentation will be assessed based on the clarity of its delivery. This includes the structure of the presentation, legibility of powerpoint slides and other (audio-)visual support as well as keeping to the timeframe. Groups must submit their powerpoint slides to their tutor in class on the day of presentation.

PART 2: INDIVIDUAL REFLECTION (20%)

Students will write a 500 word individual reflection on the topic of the group assignment. The reflection should not be a simple summary of the presentation: it should build on what was said in class. What other avenues are there to explore? How would another theoretical approach change your take on the media case? How does your group's chosen example relate to other media cases?

Use the reflection template provided in iLearn.

Due date is 7 days after the group presentation (weeks 4–13).

Submission is via Turnitin.

Late submissions: Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assessment criteria for AT1/ Part2:

Analytic reflection. Students will be assessed based on their ability to engage critically with their own work. Critical engagement is not equivalent to judging, it is an analytic practice of evaluating

and comparing how chosen theoretical approaches work in relation to media.

Media analysis. Assessment will focus on the students ability to demonstrate an understanding of how identities are constructed in the media.

Writing and structure. Individual reflections will be assessed according to the clarity of expression and a clear, logical and coherent structure. Adequate referencing will also be important.

On successful completion 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.

Online Quiz

Due: **14.09.2016**

Weighting: **15%**

On week 7, students will take an online quiz on the materials (unit readings, lectures, media examples) of the first six weeks of classes. The quiz consists of multiple choice questions and it is available on iLearn. Students are welcome to consult their notes, unit readings and other materials while taking the quiz. The quiz will take place during the time allocated to the lecture on Wednesday 14.09. from 11am to 12noon. If you cannot take the quiz at this time, contact the unit convenor for alternative arrangements before the scheduled quiz day. Only one attempt at the quiz is allowed.

On successful completion 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 academic literature and use that reflection to plan for future assessments.

Final Essay

Due: **11.11.2016**

Weighting: **50%**

The final essay focuses on professional reviews of the films, TV shows, and other media pieces presented during the course (a list of these will be available on iLearn). Students will choose one example, source at least three (3) reviews of that piece and write an essay on how the reviews approach and articulate the identity politics of the piece. The reviews must be written by a professional critic and they must be from a reputable media source. In other words, user comments on Rotten Tomatoes or similar sites are not acceptable as reviews. In addition to the reviews, students must refer to at least three (3) academic sources, of which two (2) must be from the unit reader.

Essay question: How do the reviews of X approach and articulate its identity politics?

Maximum word length is 2000 words (including references).

Use the essay template in iLearn.

Submission is via Turnitin.

Late submissions: Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assessment criteria:

Reading and research: evidence of critical engagement with set course materials (unit readings and the media examples; evidence of independent reading of appropriate academic material; evidence of thorough research (newspapers, magazines, online sources, media resources, 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 (such as the three reviews), and supporting this position.

Writing and structure: clear, logical and coherent structure; clarity of expression; appropriate referencing.

On successful completion 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.

Delivery and Resources

Unit readings will be available online at the library's reserve collection.

Week 1 (3.8.): Ways of seeing

Berger, John (1972) 'Ways of Seeing' in Amelia Jones (ed.) *The Feminism and Visual Culture Reader*. 2nd edition. London: Routledge, pp. 49–52 (chapter 7).

Mulvey, Laura (1975) 'Visual Pleasure and Narrative Cinema' in Amelia Jones (ed.) *The Feminism and Visual Culture Reader*. 2nd edition. London: Routledge, pp. 57–65 (chapter 9).

Week 2: Representation and visibility

Hall, Stuart (1997) 'The Work of Representation' in Stuart Hall (ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage, 1997: 15–30.

Kohnen, Melanie (2016) *Queer Representation, Visibility and Race in American Film and Television*. London: Routledge: pp. 12–37.

Week 3: The other in/of the media

hooks, Bell (1992) 'Eating the Other' in Meenakshi Gigi Durham and Douglas M. Kellner, *Media and Cultural Studies: KeyWorks*. Revised Edition. Oxford: Blackwell, 2006: pp. 366–380.

Hall, Stuart (1992) 'The New Ethnicities' in John Hutchinson & Anthony D. Smith, *Ethnicity*. Oxford: Oxford University Press, 2006: pp. 161–163.

Week 4: Performing gender

Butler, Judith (1999) 'Preface (1999)' & 'Preface (1990)' in *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge: pp. viii–xxxiii.

Cohan, Steve (1997) 'The Spy in the Gray Flannel Suit' in *Masked Med: Masculinity and the Movies in the Fifties*. Bloomington: Indiana University Press: pp. 1–33.

Week 5: The making of a celebrity

Smith, Jacob (2012) 'The Adventures of the Lion Tamer' in *Thrill Makers: Celebrity, Masculinity, and Stunt Performance*. Berkeley: University of California Press, 2012: chapter

Coleman-Bell, Ramona (2006) "'Dropping it like it's hot": the sporting body of Serena Williams. In Su Holmes and Sean Redmond (eds.) *Framing Celebrity*. London: Routledge, 2006: pp. 195–205.

Week 6: Mediatized selves

Alexander, Jonathan & Elizabeth Losh (2010) 'A YouTube of One's Own?: "Coming Out" Videos as Rhetorical Action' in Christopher Pullen & Margaret Cooper (eds.) *LGBT Identity and Online New Media*. London: Routledge: pp. 37–50 (chapter 2).

Herrig, Susan C. & Sanja Kapidzic (2015) 'Teens, Gender, and Self-Presentation in Social Media' in *International Encyclopedia of Social & Behavioral Sciences*. Elsevier Ltd: pp. 146–152.

Week 7: Media and mobility

Morley, David (2000) 'Media, mobility and migrancy' in *Home Territories: Media, Mobility, Identity*. London: Routledge: 149–170 (chapter 7).

Farman, Jason (2015) 'Stories, Spaces, and bodies: The production of embodied space through mobile media storytelling' in *Communication Research and Practice* vol. 1:2, 101–116.

Week 8 (5.10.): Difference and becoming

Sotirin, Patty (2005) 'Becoming-Woman' in Charles J. Stivale (ed.) *Gilles Deleuze: Key Concepts*. Montreal: McGill-Queen's University Press, pp. 98–109.

Simpson, Catherine & Nicole Matthews (2012) 'Dancing *Us* To Her Song: Enabling Embodiment and Voicing Disability in Heather Rose's Dance Me to My Song' in *Australian Feminist Studies* vol. 27:72, pp. 139–155.

Week 9: Minorities and media

Bogue, Ronald (2005) 'The Minor' in Charles J. Stivale (ed.) *Gilles Deleuze: Key Concepts*. Montreal: McGill-Queen's University Press, pp. 110–120.

Deger, Jennifer (2013) 'The Jolt of the New: Making Video Art in Arnhem Land' in *Culture, Theory, Critique* vol. 54:3, pp. 355–371.

Week 10: Vulnerability

Cvetkovich, Ann (2012) 'From Dispossession to Radical Self-Possession: Racism and Depression' in *Depression: a public feeling*. Durham: Duke University Press: pp. 115–153.

Kundsen, Britta Timm and Carsten Stage (2015) 'Illness Blogs and Online Crowding' in *Global Media, Biopolitics and Affect: Politicizing Bodily Vulnerability*. London: Routledge: pp. 28–45.

Week 11: Activism

Boler, Megan (2008) 'Introduction' in Megan Boler (ed.) *Digital Media and Democracy: Tactics in Hard Times*. Cambridge, MA: The MIT Press: pp. 1–50.

Cover, Rob (2012) 'Transforming Scandal: The "St Kilda Schoolgirl"', Digital Media Activism and Social Change' in *Media International Australia*, 143: 47–56.

Week 12: The true in the media

Miller, Toby (1993) 'The Truth is a Murky Path: Technologies of Citizenship and the Visible' in *Technologies of Truth: Cultural Citizenship and the Popular Media*. Minneapolis: University of Minnesota Press: chapter 5.

Williams, Linda (2014) 'Ethnographic Imagination: From Journalism to Television Serial' in *On the Wire*. Durham: Duke University Press: pp. 11–36 (chapter 1).

Week 13 (9.11.): Essay preparation

No readings.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

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](#).

Additional information:

MMCCS website: <http://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/department-of-media,-music,-communication-and-cultural-studies/about-us>

MMCCS Session Re-mark Application: <https://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) 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

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

- Presentation and Reflection
- Online Quiz
- Final 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

- 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

- Presentation and Reflection
- Final Essay

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

- 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

- Presentation and Reflection
- Online Quiz
- Final 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

- 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

- Presentation and Reflection
- Online Quiz
- Final 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

- 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

- Presentation and Reflection
- Online Quiz
- 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

- 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

- Presentation and Reflection
- Online Quiz
- 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

- 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

- Presentation and Reflection
- Online Quiz
- 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

- Analyse the ways in which media-identity relationships have been constructed and theorised.
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.

Assessment tasks

- Presentation and Reflection
- 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 outcome

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

Assessment tasks

- Presentation and Reflection
- Final Essay