



MAS 302

Media Identities

S2 Day 2017

Department of Media, Music, Communication and Cultural Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Lecturer

Ilona Hongisto

ilona.hongisto@mq.edu.au

Contact via 02 9850 2117

Y3A 193F

Fridays 9-10am

Credit points

3

Prerequisites

(39cp at 100 level or above) 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 identities are constructed in the media.

Examine and evaluate key theoretical approaches to media identities.

Apply theoretical perspectives on a range of media forms and practices

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

Appraise academic literature and use that reflection to conduct independent research on media identities.

General Assessment Information

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.

Re-marks: The in-session re-mark application form is available at <http://www.mq.edu.au/pubstati c/public/download/?id=167914>

Assessment Tasks

Name	Weighting	Hurdle	Due
Active participation	20%	No	weeks 1-12
Presentation and Reflection	30%	No	Weeks 2-7
Online Quiz	15%	No	15.9.2017
Major Essay	35%	No	10.11.2017

Active participation

Due: **weeks 1-12**

Weighting: **20%**

Students are expected to attend all lectures and tutorials. Attendance at tutorials is compulsory and any missed tutorial must be accompanied by appropriate documentation (attendance waiver submitted online). Marks are awarded through a point-system, where students can achieve two points per week (one for attendance, one for active participation).

Assessment criteria:

Attendance: Regular attendance at tutorials.

Active participation: Evidence of engagement with the unit readings, active participation in class activities, thoughtful contribution to class discussions.

On successful completion you will be able to:

- Analyse the ways in which identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.

Presentation and Reflection

Due: **Weeks 2-7**

Weighting: **30%**

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 a specific reading. In the presentation, groups introduce one (1) media event, text or a phenomenon that in their view aligns with the theoretical proposition of their assigned reading. The presentation is not a summary of the arguments made in the readings, but a reflection on how those ideas apply to the chosen media example. 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.
3. Identify and use appropriate academic arguments in relation to media (specifically those presented in the assigned reading).

The presentation consists of:

1. 10 minutes of time. Pay extra attention to the timing of 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 AT2/ 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 argument of their assigned reading.

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 or via email on the day of presentation.

PART 2: INDIVIDUAL REFLECTION (15%)

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 the other reading of the week 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 3-7).

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 AT2/ Part2:

Argument and 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 the chosen theoretical approach works 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 coherence of structure. Appropriate referencing is required.

On successful completion you will be able to:

- Analyse the ways in which identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Online Quiz

Due: **15.9.2017**

Weighting: **15%**

In 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 be open throughout the day, students get one attempt and they have one hour to complete the quiz. If you cannot take the quiz at this time, contact the unit convenor for alternative arrangements before the scheduled quiz day.

On successful completion you will be able to:

- Analyse the ways in which identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices

Major Essay

Due: **10.11.2017**

Weighting: **35%**

For the major essay, students will choose a media personality (politician, sportsperson, actor, artist, musician, celebrity etc.) and analyse their identity construction in the media. Students will source at least 3 media texts of or by the chosen person (interviews, articles, social media posts etc.) and analyse the construction of their identity in them. Students must relate their analysis to 3 unit topics and refer to 4 unit readings. The essay length is 1500 words excluding the bibliography.

Assessment criteria:

Reading and research: Evidence of critical engagement with set course materials (unit readings and unit topics). Evidence of independent research on the chosen media personality (newspapers, magazines, online and/or audiovisual sources).

Argument and analysis: Well-articulated and well-supported argument; evidence of critical thinking in relation to identity construction in the media. Evidence of relational thinking through making connections between key ideas from the course and the sourced media texts, and supporting this position.

Writing and structure: Logical and coherent structure; clarity of expression; appropriate referencing; length.

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.

On successful completion you will be able to:

- Analyse the ways in which identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices

- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Delivery and Resources

Unit readings are available online through the library's multisearch function: <http://www.mq.edu.au/about/campus-services-and-facilities/library/multi-search/multisearch>

Required readings and weekly topics are:

Week 1: 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.

Thompson, John B. (2005) 'The new visibility' in *Theory, Culture & Society* vol. 22:6, pp. 31-51.

Week 3: Race and ethnicity

Dyer, Richard (1997) 'The matter of whiteness' in *White*. London: Routledge, pp. 14-40.

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

Week 4: Sex and gender

Butler, Judith (1988) 'Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory' in *Theatre Journal* vol. 40:4, pp. 519-531.

Rossi, Leena-Maija (2011) "'Happy" and "unhappy" performatives. Images and norms of heterosexuality' in *Australian Feminist Studies* vol. 26:67, pp. 9-23.

Week 5: Class

Lawler, Stephanie (2014) 'Heroic workers and angry young men: Nostalgic stories of class in England' in *European Journal of Cultural Studies* vol. 17:6, pp. 701-720.

Skeggs, Beverly (2009) 'The moral economy of person production: the class relations of self-performance on "reality" television' in *The Sociological Review*, 57:4, pp. 626-644.

Week 6: Age

Boyle, Ellexis & Sean Brayton (2012) 'Ageing Masculinities and "Muscle work" in Hollywood Action Film: An Analysis of *The Expendables*' in *Men and Masculinities* vol. 15:5, pp. 468-485.

McRobbie, Angela (2007) 'Top Girls?' in *Cultural Studies* vol. 21:4-5, pp. 718-737, DOI: 10.1080/09502380701279044

Week 7: Online quiz No readings.

Week 8: Body image

Kyrölä, Katariina & Hannele Harjunen (2017) 'Phantom/liminal fat and feminist theories of the body' in *Feminist Theory* (first published 23 March 2017), pp. 1-19. DOI: [10.1177/1464700117700035](https://doi.org/10.1177/1464700117700035)

Week 9: Minority media

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: The making of a celebrity

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 11: 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).

Week 12: Truth-effects

Walsh, Maria (2017) 'Acts of laughter, acts of tears: The production of "truth-effects" in Oriana Fox's "The O Show" and Gillian Wearing's "Self Made"' in *Necsus – European Journal of Media Studies*: <http://www.necsus-ejms.org/acts-of-laughter-acts-of-tears-the-production-of-truth-effects-in-oriانا-foxs-the-o-show-and-gillian-wearings-self-made/>

Week 13: 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Presentation and Reflection
- Major 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

- Analyse the ways in which identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Active participation
- Presentation and Reflection
- Major 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

- Apply theoretical perspectives on a range of media forms and practices
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Active participation
- Presentation and Reflection

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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on

media identities.

Assessment tasks

- Active participation
- Presentation and Reflection
- Online Quiz
- Major 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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Active participation
- Presentation and Reflection
- Online Quiz
- Major 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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Active participation
- Presentation and Reflection
- Online Quiz
- Major 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

- Analyse the ways in which identities are constructed in the media.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.

Assessment tasks

- Active participation
- Presentation and Reflection
- Major 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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment task

- Presentation and Reflection

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 identities are constructed in the media.
- Examine and evaluate key theoretical approaches to media identities.
- Apply theoretical perspectives on a range of media forms and practices
- Defend academic ideas verbally and in a range of genres of writing, including abstracts and essays.
- Appraise academic literature and use that reflection to conduct independent research on media identities.

Assessment tasks

- Active participation
- Presentation and Reflection