



SOC 341

Sociology of the Arts

S2 Day 2018

Dept of Sociology

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General Information

Unit convenor and teaching staff

Diane Losche

diane.losche@mq.edu.au

Credit points

3

Prerequisites

39cp at 100 level or above

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 encounters with practicing artists, curators and gallery owners.

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

Encourage the development of research skills through research essay and documenting the MQ art gallery collection.

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

Encourage the development of writing skills

General Assessment Information

Turnitin: Short essay and Research essay must be submitted through Turnitin by the due date.

Failure to put your assignment through Turnitin will result in NO mark being awarded for that piece of work.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Please keep a copy of all your work.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Attendance and Participation</u>	20%	No	Ongoing
<u>Artist Book</u>	10%	No	week 13 (6th Nov)
<u>Short Essay</u>	20%	No	Week 5 (31st August)
<u>Long Essay</u>	50%	No	Week 12 (30th October)

Attendance and Participation

Due: **Ongoing**

Weighting: **20%**

a) This class will run as a combination of lectures, tutorials and workshops. This is not a class that can be done remotely. This is a hands on class where we will be considering a wealth of

visual material in class and where we will be working closely in collaboration with the MQ gallery and their staff. Attendance at **all lectures, tutorials/seminar/workshops is therefore mandatory**. In addition, I will be setting up a class blog on your experience of a gallery/ exhibit/ performance during the semester. This exercise will be explained in class.

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 and 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.

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- Introduce students to practical aspects of the 'art world' in the context of encounters with practicing artists, curators and gallery owners.
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- Encourage peer group learning through group discussion, group presentation and group research

Artist Book

Due: **week 13 (6th Nov)**

Weighting: **10%**

Students will learn about and produce their own 'artist' book during the semester. Through this class project students will investigate the idea of 'art' and the creative imagination in social life. Students will also discover through making an artist book how this process can function as an alternative space to speak of heritage, diversity and place. Along with student's individual research projects these books may be shared at the end of the semester in a class presentation.

The task will be explained in more detail the first week of class.

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Short Essay

Due: **Week 5 (31st August)**

Weighting: **20%**

Short Essay : 750-1000 words.

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.

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- Encourage the development of writing skills

Long Essay

Due: **Week 12 (30th October)**

Weighting: **50%**

Long essay 2,000-2,500 words. This is a research essay where you will be expected to do your own independent research on a key topic in the sociology of the arts.

Topics will be discussed in week 3 of class.

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Delivery and Resources

Class Timetable

Lectures: Tuesday 10-12 29 Wally's Walk , tutorial room 134

Tutorial: Tuesday 12-1 4 Western Road, tutorial room 234

Unit Schedule

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- 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

- Attendance and Participation
- Artist Book
- Short Essay
- Long 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

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- Attendance and Participation
- Short Essay
- Long 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

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Discipline Specific Knowledge and Skills

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

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Assessment tasks

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- Short Essay
- Long 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.

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- Long 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.

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Assessment tasks

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- Short Essay
- Long 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

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

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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.

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