



# CUL 120

## Living Culture

S1 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

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### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment, please email

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

From the printed page to the internet, from figurative painting to digital photography, from radio to the iPod, from film to the webcam, the last hundred years have seen a radical transformation in the way ideas and values are communicated, and how we're entertained. These changes aren't just a revolution in technology, however. They have been accompanied by an even more radical transformation in how people understand their place in the world. From modern authority to post-modern multiplicity, from national identity to global fluidity, from passive consumption to interactivity, our understandings of who we are, how we relate to one another and how we identify ourselves have also been transformed. The aim of this unit, and cultural studies in general, is to introduce you to how these changes are related to one another, and how they affect the way we live, play and work.

## 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:

Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.

Engage critically with cultural texts and practices from everyday life.

Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.

Demonstrate commitment to the problematisation of inequality.

Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

## General Assessment Information

**Important:** Be sure to keep a copy of all your work submitted. Keep these copies until the unit is over and you have received your final grade from the University.

### Late Assessment 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 (including weekends) after the original submission deadline. No late submission will be accepted for timed assessments -- e.g. quizzes, online tests etc.

### Assessment Grades

Work submitted for this unit will be graded according to the standards outlined in the following table.

Grade	Range	Status	Description
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Multiple Choice Class Test</u></a>	30%	No	Weeks 5, 9 & 12
<a href="#"><u>Essay plan</u></a>	30%	No	11.59 pm 5/4/18 (wk 6)
<a href="#"><u>Major research essay</u></a>	40%	No	11.59 pm 6/6/18 (wk 13)

### Multiple Choice Class Test

Due: **Weeks 5, 9 & 12**

Weighting: **30%**

There will be three in-class multiple choice tests during the semester. These tests will take place in the tutorials, in Weeks 5, 9, and 12.

In each you will be asked to display your knowledge of particular key terms and concepts introduced in the **previous three week's lectures and readings** (the Week 5 test examines the content from weeks 2-4, the week 9 test draws on your knowledge of weeks 5-8 and the week 12 test examines weeks 9-11). Each test is worth 10%. If you are absent from a class test you must apply for **special consideration** if you wish to sit a supplementary test at the end of the semester.

On successful completion you will be able to:

- Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.
- Engage critically with cultural texts and practices from everyday life.
- Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

### Essay plan

Due: **11.59 pm 5/4/18 (wk 6)**

Weighting: **30%**

Length: 1000 words

Assignment must be submitted through Turnitin.

**Essay questions will be posted on the iLearn site in week 2.**

**Detailed instructions for this task will be posted in iLearn.**

This assignment will be assessed according to the following criteria: its relevance to the question; potential argument and structure; proposed use of theories/theoretical concepts; appropriate and innovative examples; the quality of research resources, their relevance and usefulness in the analysis; written expression and referencing.

On successful completion you will be able to:

- Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.
- Engage critically with cultural texts and practices from everyday life.
- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.
- Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

## Major research essay

Due: **11.59 pm 6/6/18 (wk 13)**

Weighting: **40%**

Length: 2000 words (**not including reference list**)

Essay must be submitted through Turnitin.

**Essay questions and more detailed instructions will be posted in iLearn in week 2.**

The essay will be assessed according to the following criteria: its relevance to the question; demonstration of critical thinking, argument and analysis; identification and use of appropriate cultural theory; the quality of research sources and the use of research in support of analysis and argument; essay structure; written expression and referencing.

On successful completion you will be able to:

- Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.
- Engage critically with cultural texts and practices from everyday life.
- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.
- Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

## Delivery and Resources

Lectures will be held on **Mondays 1-2**, in **17 WW T1**. Tutorials are held on Monday afternoons and at various times on Wednesday.

For up-to-date lecture and tutorial times and classroom locations please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>.

Lectures will be made available via Echo360, which you may access through ilearn.

The reading for this unit may be accessed through via Multisearch ('Unit readings') in the MQ library catalogue.

**Tutorials for this unit begin in Week 1.**

## Unit Schedule

### 1. What is culture? What is cultural studies?

#### Week 1 Introduction: What is Cultural Studies?

Sardar, Z. and Van Loon, B. (1997) *Cultural Studies for Beginners*, Cambridge (UK): Icon pp.4-9

#### Week 2 From Humanism to Poststructuralism

Sullivan, N. (2012) 'Humanism and Poststructuralism' – notes for CUL120

### 2. Thinking about culture: key concepts for cultural analysis

#### Week 3 Subjects, Bodies, Selves

Mansfield, N. (2000) 'Foucault: the Subject, and Power', *Subjectivity: Theories of Self from Freud to Haraway*, Sydney: Allen & Unwin pp. 51-65.

#### Week 4 Performance/Performativity

Horanyi, R. (2013) 'Performance and Performativity', in A. Elliot (ed.) *Routledge Handbook of Social and Cultural Theory*, London: Routledge pp.374-396.

#### Week 5 Place/Space

Thrift, N. (2009) 'Space: The Fundamental Stuff of Geography', in G. Valentine, S. Holloway & S. Price (eds) *Key Concepts in Geography*, London: Sage pp.85-96

#### Week 6 No Classes due to Public Holiday

### 3. 'Who do you think you are?': culture & identity

#### Week 7 Gender

Bradley, H. (2012) 'What's in a Name? Meanings and Usages of Gender', *Gender*, 2nd ed., London: Polity Press pp.15-35

### **Week 8 Sexuality**

Weeks, J. (2010) 'The Invention of Sexuality', *Sexuality*, 3<sup>rd</sup> ed., London: Routledge pp.12-45

### **Week 9 Race**

Hall, S. (1997) 'The Spectacle of the Other', *Representation: Cultural Representations and Signifying Practices*, Milton Keynes: Open University Press pp.239-261

## **4. Living Culture: issues and challenges**

### **Week 10 Nature/Culture**

Arias-Maldondao, M. (2015) 'What is Nature?', *Environment and Society: Socionatural Relations in the Anthropocene*, Heidelberg: Springer pp.17-32

### **Week 11 Technoculture**

Bell, D. (2006) *Science, Technology and Culture: Issues in Culture and Media Studies*, Milton Keynes: Open University Press pp.39-58

### **Week 12 Ethics**

Zylinska, J. (2006) 'Cultural Studies and Ethics', in G. Hall and C. Birchall (eds) *New Cultural Studies: Adventures in Theory*, Edinburgh: Edinburgh University Press pp.71-87

### **Week 13 No Classes**

## **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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://ask.mq.edu.au).

## Additional Information

The Department of Media, Music, Communication & Cultural Studies has an assignment remark policy. Please find the relevant information/application form here: <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

- Engage critically with cultural texts and practices from everyday life.
- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.

### 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

- Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.

- Engage critically with cultural texts and practices from everyday life.
- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.

## **Assessment tasks**

- Multiple Choice Class Test
- Essay plan
- Major research 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**

- Demonstrate knowledge of the practice of Cultural Studies, in particular, the concepts and thinkers that are central to the field.
- Engage critically with cultural texts and practices from everyday life.
- Demonstrate commitment to the problematisation of inequality.
- Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

## **Assessment tasks**

- Multiple Choice Class Test
- Essay plan
- Major research 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

- Engage critically with cultural texts and practices from everyday life.
- Demonstrate commitment to the problematisation of inequality.

## Assessment tasks

- Essay plan
- Major research 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

- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.
- Engage with the ideas of others, present ideas in a coherent manner, and offer evidence to support their arguments.

## Assessment tasks

- Multiple Choice Class Test
- Essay plan
- Major research 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

- Demonstrate a critical awareness of the material effects of ways of knowing, and a

capacity to intervene in those processes.

- Demonstrate commitment to the problematisation of inequality.

## **Assessment task**

- Major research 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**

- Demonstrate a critical awareness of the material effects of ways of knowing, and a capacity to intervene in those processes.
- Demonstrate commitment to the problematisation of inequality.

## **Assessment tasks**

- Essay plan
- Major research essay

## **Changes from Previous Offering**

The 2018 offering of this unit is largely the same as the 2017 version. However, there has been a change to the in-class test assessment and the unit reading on gender (week 7) has been updated.