



SOCI226

I Shop, Therefore I Am: Global Consumer Society

S2 Day 2019

Dept of Sociology

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>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

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

Unit Convenor

Kumiko Kawashima

kumiko.kawashima@mq.edu.au

AHH, level 2, South Wing

By appointment

Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

Why do we buy what we buy? When someone purchases fast-fashion clothes, Fair Trade coffee or accommodation at a five star hotel, it is about the consumer's identity, and also about hopes and aspirations, social status, belonging, the creation of meaning, and the workings of capitalism. Taking a global approach, the unit examines everyday consumption in the past and the present, as a way of engaging with critical social, cultural and economic challenges our societies have faced since the rise of modernity. Of particular interest is the intersection of gender, race and class, and questions of power and justice. The topics include social media, family, tourism, environmental sustainability, and anti-consumption, amongst others. This unit is suitable for a wide range of students, including those interested in society and culture, gender studies, social justice, political economy.

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 everyday consumption by engaging with sociological theories and concepts.

Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.

Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.

Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.

Learn to use research and communication skills to make a persuasive argument and inspire others.

General Assessment Information

Attendance For internal students, attendance at lectures and tutorials is required, and the permission to listen to ECHO recordings in lieu of attending lectures must be given by the convenor.

Late submission of 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 7 (seven) days (incl. weekends) after the original submission deadline.

Plagiarism is forbidden The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: <http://www.student.mq.edu.au/plagiarism/> The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Class participation</u>	20%	No	Throughout semester
<u>Analytical writing</u>	30%	No	Week 6
<u>Social Change Project Part 1</u>	20%	No	Week 9
<u>Social Change Project Part 2</u>	30%	No	Week 13

Class participation

Due: **Throughout semester**

Weighting: **20%**

Lecture and tutorial attendance is both compulsory. Please prepare for class by completing the weekly readings beforehand. Your participation will be assessed according to your active engagement in lecture and tutorial activities, as well as the quality of your contributions. Details

of participation requirements will be discussed in class.

If you are going to miss your class, please notify the convenor. If you are experiencing issues that affect your participation in an ongoing manner, please discuss with the convenor as soon as possible, and where necessary, submit supporting documentation to Disruptions to Studies: (<http://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f>).

On successful completion you will be able to:

- Analyse everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.

Analytical writing

Due: **Week 6**

Weighting: **30%**

Write a maximum of 1,200 word analytical response to the assessment task. It invites you to reflect on your own experience of consumption in light of the theories and concepts you have learned in the unit.

On successful completion you will be able to:

- Analyse everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.

Social Change Project Part 1

Due: **Week 9**

Weighting: **20%**

Write a maximum of 800 words to analyse an existing social change initiative. Details will be discussed in class and uploaded on iLearn.

On successful completion you will be able to:

- Analyse everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating

critical thinking.

Social Change Project Part 2

Due: **Week 13**

Weighting: **30%**

Work in a group by drawing on the individual papers completed earlier and propose a social change initiative of your own. Groups will be formed during the first half of the semester. Details will be discussed in class. (If students have concerns with this part of the assessment, alternatives can be discussed with the convenor.)

On successful completion you will be able to:

- Analyse everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Delivery and Resources

Delivery Day and on campus. The unit comprises of one 2 hour lecture and one 1 hour tutorial each week.

Lecture Program and Lecture/Tutorial Readings The tutorials on campus run straight after the lectures. The required readings will be available via iLearn, and discussed in both lectures and tutorials.

Times and Locations for Lectures and Tutorials For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

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>). 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Analytical writing
- Social Change Project Part 1
- Social Change Project Part 2

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

- Develop and communicate ideas through effective listening and speaking, personal

reflection, and constructive debates with peers.

- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Social Change Project Part 1
- Social Change Project Part 2

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 everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Analytical writing
- Social Change Project Part 1
- Social Change Project Part 2

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 everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Analytical writing
- Social Change Project Part 1
- Social Change Project Part 2

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 everyday consumption by engaging with sociological theories and concepts.
- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Analytical writing
- Social Change Project Part 1
- Social Change Project Part 2

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

- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Social Change Project Part 1
- Social Change Project Part 2

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

- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Write analytically by synthesising scholarly and non-scholarly ideas and demonstrating critical thinking.
- Learn to use research and communication skills to make a persuasive argument and

inspire others.

Assessment tasks

- Class participation
- Analytical writing
- Social Change Project Part 1
- Social Change Project Part 2

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

- Understand how individual beliefs and actions are intertwined with social, cultural, historical and economic forces.
- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.
- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Social Change Project Part 1
- Social Change Project Part 2

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

- Develop and communicate ideas through effective listening and speaking, personal reflection, and constructive debates with peers.

- Learn to use research and communication skills to make a persuasive argument and inspire others.

Assessment tasks

- Class participation
- Social Change Project Part 1
- Social Change Project Part 2