



MECX223

Visual Countercultures: Graffiti, Kitsch and Conceptual Art

S2 OUA 2019

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

Jillian Kramer

jillian.kramer@mq.edu.au

Contact via Via MQ email

10HA 191 F Phone: (02) 9850 2252

Online Appointment via Zoom Web Conferencing or Zoom Chat (details in ilearn)

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces students to a range of theories that question traditional hierarchies of value and that enable a critical re-evaluation of the practices of everyday life. This unit theorises key topics such as: countercultures; oppositional cultures and post-subcultures; the politics of high versus popular and low culture; and counter-cultural practices in global and local contexts. The following practices, sites and objects are examined: graffiti, hip hop and crimes of style; graffiti and the cultural politics of public space; graffiti as a form of political activism and dissent; the relation between kitsch and high art; the politics of kitsch in the context of colonialism and Indigeneity; the cultural politics of tourist sites; gigantism and miniaturism; queer culture, camp and kitsch; and celebrity kitsch. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.

Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.

Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.

Demonstrate communication skills in order effectively and creatively to present research.

Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

General Assessment Information

Assessment Preparation: Over the course of this unit, you are going to explore a series of topics, ideas and activities that will not only encourage you to engage with new ways of thinking and new knowledge; they will also prepare you to complete the assessments and meet the learning outcomes of the unit. We will prepare for you to complete each assessment via the (a) weekly activities (see guide in ilearn) that engage with the unit content and (2) by sharing assessment clips that provide detailed guidance and samples in assessment forums.

Feedback: For each assessment, you will receive individual feedback via grade book. You may also receive group feedback via the announcements and assessment clips.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Submission: 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.

Grading Note: Assessment standards in this unit align with the University's grade descriptors, available at: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

Assessment Tasks

Name	Weighting	Hurdle	Due
Engagement and Collaboration	15%	No	Week 2 to Week 10
Scholarly Reflection Task	15%	No	18th of August 11:59pm (AEST)
Visual Analysis	25%	No	23rd of September 11:59pm (AEST)
Final Essay	45%	No	8th of November 11:59pm (AEST)

Engagement and Collaboration

Due: **Week 2 to Week 10**

Weighting: **15%**

In this unit, students are required to actively engage with their peers in order to develop a shared understanding of the key ideas, concepts and debates that we discuss throughout this unit.

Requirements: From week two to week ten, students are required to participate in the learning activities within the designated time frame. They must participate in two ways:

1. First, students must post a 150-300 word response to the weekly activity.
2. Second, students must also collaborate and encourage peer learning by commenting on at least one other student post in the weekly forum.

The forum will be opened when the activity is posted each week on Tuesday and then closed the following Monday.

Weekly posts and comments: As you complete your weekly posts and comments, please remember that these posts should generate discussion. We do not expect you to present a 'correct' or 'perfectly formed' answer; often you will find there isn't a singular 'right' answer. Instead, we're looking for you to draw on what you've learnt in the lecture, book and readings to respond to the activity or question. We'd like you to add your thoughts on the key concepts, ask questions about the readings and share ideas about the topic to the discussion so that we can collaborate and help one another to understand the concepts. If you have any questions about what we're looking for, please consult the marking criteria below and then contact Jillian.

Assessment Criteria (full rubric in ilearn):

1. Completion of weekly post and comment within the designated time frame
2. Post demonstrates engagement with the relevant lectures, book and required readings
3. Post demonstrates engagement with the relevant key concepts, debates and discussions
4. Comment demonstrates active engagement with peers in the learning activities

Preparation: Please see the Engagement and Collaboration guide on ilearn to prepare for this assessment task. This guide includes a detailed outline and rationale for this assessment task and sample posts and comments.

Special Consideration: If you cannot complete a weekly activity or discussion due to unavoidable and serious disruption, please request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Assessment Penalty: Unless a Special Consideration request has been submitted and approved, no late submissions will be accepted as this is a timed assessment. You may choose to post your response and comments, but they may not contribute to your overall mark for this assessment.

Feedback: While a final grade for this assessment will be determined at the end of the semester, informal feedback will be offered via regular announcements and discussion posts. If you would like further feedback on how you're going with this task, please contact Jillian via her MQ email address.

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Demonstrate communication skills in order effectively and creatively to present research.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Scholarly Reflection Task

Due: **18th of August 11:59pm (AEST)**

Weighting: **15%**

For this assessment, students are required to select **two** of their own responses to the weekly activities undertaken in the discussion forms so far. They are required to complete a 400-500 word scholarly reflection task for each post.

In these scholarly reflections, students are required to (a) outline the context of their post on the discussion forum, (b) demonstrate how it enhances their understanding of the key concepts or methods explored in the unit, and (c) discuss how their thoughts have developed since writing their post. Students must use appropriate academic communication methods. Both reflections must be referenced, structured and written in accordance with academic standards.

Students can find a template for this assessment task in the Assessments and Guides Section on the ilearn page. Each post they include should be 150-300 words in length (about a paragraph). This means you may either use a full post, or an extract. The posts are not included in the word count.

This assessment task will be marked according to the following **assessment criteria** (see full rubric in ilearn):

1. Well-selected sample of two of the student's weekly responses to the activities
2. Demonstrates a clear grasp of relevant key theoretical concepts and their context

3. Demonstrates the ability to identify the significance and implications of relevant key concepts
4. Demonstrates a critical engagement with relevant unit readings, cultural studies scholarship and debates
5. Stages a thoughtful reflection on the process of learning and engaging with cultural studies scholarship
6. Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing.

Preparation: In order to prepare to undertake this assessment, students are expected to engage in the designated assessment discussion forum. Here, they can find a template for this assessment, ask questions, share their approach and watch a clip containing a detailed outline of the task and samples.

Submission: Students will submit this task via the Turnitin link on the unit iLearn Site.

Special Consideration: If you're unable to complete this task by the due date due to an unavoidable and serious disruption, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late 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.

Feedback: Individual feedback will be given via gradebook.

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Demonstrate communication skills in order effectively and creatively to present research.
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Visual Analysis

Due: **23rd of September 11:59pm (AEST)**

Weighting: **25%**

For this assessment, students will continue developing the knowledge and skills that they will need in order to complete the final essay. They will build on their understandings of the key concepts in order to perform their own **1,000 word visual analysis** of kitsch and graffiti. Students are required to respond to the following prompt:

- Michel de Certeau argues that tactics are "victories of the 'weak' over the 'strong'" (1988, p. xix). Using de Certeau's (1988) definition of tactics, highlight the ways in which one example of graffiti and one example of kitsch might be considered tactical in character.

In their answers, students must draw on de Certeau's work (1988) and at least two other readings to analyse one example of kitsch and one example of graffiti. They should aim to **build a strong argument** that exposes the ways in which their examples are (or are not) 'tactical in character.' The images they have chosen should be cited and pasted at the beginning of their analysis.

Students must also use academic referencing and attach a reference list at the end of their essay. For more information on referencing please follow the link to Macquarie University Library's Referencing Guide here: <http://libguides.mq.edu.au/Referencing>.

Each visual analysis will be marked according to the following **marking criteria** (please see assessment rubric in ilearn):

1. Demonstrates a clear and effective grasp of relevant key concepts
2. Develops an argument that is supported by both theoretical concepts and forensic analysis of well chosen examples
3. Effectively uses writing skills to present academic research, including consistent and accurate use of in-text referencing.

Preparation: Students will be expected to write their essays based on the guidance they receive in the lectures and online weekly discussion. This assessment will be explained and samples will be shown in the weekly forums and/or assessment clip.

Submission: The visual analysis will be submitted via the turnitin link in ilearn.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Submission: 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.

Feedback: Students will receive individual feedback in gradebook. They may also receive group feedback via weekly discussions.

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
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Final Essay

Due: **8th of November 11:59pm (AEST)**

Weighting: **45%**

For this assessment, students are required to write a 2,000 word essay in response to one of the questions listed below. Drawing on the concepts offered in the relevant readings, students must perform a forensic visual analysis of at least one example in order to demonstrate their argument. Please note that students must not write on the same example that they used in their visual analysis.

Questions:

- Popular culture, Stuart Hall argues, is structured by the "double movement of containment and resistance." Discuss Hall's characterisation of popular culture in relation to an example of your choice such as the cultural practice such as graffiti or the production/consumption of kitsch.
- Graffiti, as a subcultural practice, contests established legal notions of public space and private/corporate property. Discuss this statement in relation to the relevant readings and a specific example of your choice.
- The subcultural practice of graffiti challenges established notions of the 'aesthetics of authority' (Ferrell 1996, p. 176). Discuss in relation to a specific example of your choice.
- Discuss how graffiti is a "contentious form of political participation." Evidence your arguments with reference to the relevant readings and a culturally-situated example of political graffiti.
- Drawing on Pierre Bourdieu's work, discuss how both kitsch and art are in fact all about

questions of distinction and the consecration of the social order. Discuss in relation to a specific example of either art or graffiti.

- Drawing on an example, discuss the importance of technologies of reproduction in relation to kitsch. In your answer, you need to discuss Benjamin and Olalquiaga's work on the aura and the democratisation of the image.
- Aboriginalist kitsch is enabled by white supremacism: it is an "assertion of rights of ownership in the intellectual and cultural sphere to match power in the political and economic sphere," B. Hodge and V. Mishra. Discuss in relation to a specific example.
- "We are enveloped by the gigantic, surrounded by it, enclosed within its shadow. Whereas we know the miniature as a spatial whole or as temporal parts, we know the gigantic only partially. We move through the landscape; it does not move through us," Susan Stewart. Discuss gigantism and the miniature in the context of examples in the Australian landscape.
- Queer kitsch brings into focus a concept of the self as "performative, improvisational, discontinuous, and processually constituted by repetitive and stylised acts," Moe Myer. Discuss in relation to the readings and an example of queer kitsch.
- "Representational excess, heterogeneity, and gratuitousness of reference, in constituting a major *raison d'être* of camp's fun and exclusiveness, both signal and contribute to an overall resistance to definition," Fabio Cleto. Discuss in relation to the readings and an example of queer kitsch.
- Construct your own essay question, with reference to the topics and readings of the unit, *in consultation with your tutor*.

Essays will be marked according to the following **criteria** (please see assessment rubric in ilearn):

1. Demonstrates a clear and effective grasp of the key concepts raised in the relevant readings
2. Identifies relevant example/s and provides contextualised and forensic analysis
3. Develops a well-supported and well-researched argument
4. Effectively re-evaluates practices of everyday life that are often dismissed as worthless or ephemeral
5. Critiques relevant hierarchies of value
6. Effectively uses writing skills to present academic research, including consistent and accurate use of in-text referencing.

Preparation: The final essay will be discussed, and examples will be shown, in weekly discussions that occur throughout the second half of semester. In order to prepare to undertake

this assessment, students are also expected to engage in the designated assessment discussion forum. Here, they can ask questions, share their approach and watch a clip containing a detailed outline of the task and samples.

Submission: The final essay will be submitted via the link to turnitin on the unit ilearn site.

Feedback: Students will receive individual feedback in gradebook.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Submission: 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.

On successful completion you will be able to:

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Delivery and Resources

Students will complete this unit online. At the beginning of the study period, they will find the weekly schedule listed sequentially down the ilearn page from week 1 to week 13. Listed underneath each week, they will find details about the content, lecture, a link to the unit readings and a link to the weekly activity and discussion forum.

Unit Readings: The readings for each week are available via the [Macquarie University Library](#). A link to the readings is provided in the listing for each week. If you have trouble finding and/or accessing the readings, please search the library's online database and consult your tutor.

Weekly Activities and Discussion: At the beginning of each week, your tutor will send an

announcement that introduces the weekly topic and highlights any upcoming tasks. Following the announcement, they will also post an activity for you to complete in the weekly section. These activities are designed to help you develop your understanding of the unit content. They also aim to provide a space to ask questions and interact with your peers.

The General Discussion Forum: If you have any general questions about the unit or an assessment, and would like to share them with your peers, please start a conversation in the general discussion forum. This forum is open for everyone to start discussions, share resources and ask questions.

The Dialogue Module: This module is available for students who would like to have private conversations with their tutor.

Unit Schedule

Week One: Introduction (Lectures and Tutorials start this week)

Week Two: “Crimes of Style”

Week Three: The Cultural Politics of Graffiti

Week Four: Graffiti as a “Contentious form of Political Participation”

Week Five: Kitsch, Bad Taste and Distinction

Week Six: Kitsch, Mechanical Reproduction & Modernity

Week Seven: Assessment Feedback and Workshops (No readings this week)

RECESS

Week Eight: The Politics of Kitsch

Week Nine: Gigantism & Miniaturism

Week Ten: Kitsch/Art

Week Eleven: Queer as Kitsch

Week Twelve: Celebrity Kitsch

Week Thirteen: Assessment Revision and Submission Week (No readings this week)

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

Extension Request

Special Consideration Policy and Procedure (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special

Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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 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

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application <http://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

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 research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Demonstrate communication skills in order effectively and creatively to present research.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Scholarly Reflection Task

- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
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- Demonstrate communication skills in order effectively and creatively to present research.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Scholarly Reflection Task
- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-

evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.

- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Demonstrate communication skills in order effectively and creatively to present research.
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Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Demonstrate communication skills in order effectively and creatively to present research.
- Employ cultural literacy skills that will educate students on the importance of issues of

cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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

- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Demonstrate communication skills in order effectively and creatively to present research.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- 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 outcomes

- Demonstrate critical skills, informed by cultural theories, that will enable students to re-evaluate those practices of everyday life that are often dismissed as worthless or ephemeral.
- Develop analytical skills that will enable students to examine and critique the presuppositions that constitute those hierarchies of value that classify, judge and position cultural objects and practices.
- Develop research skills that will enable students to present theorised, contextualised and informed accounts of key issues and problems in the context of subcultural and counter-visual practices.
- Employ cultural literacy skills that will educate students on the importance of issues of cultural difference and ethical relations across diverse social and political contexts.

Assessment tasks

- Engagement and Collaboration
- Scholarly Reflection Task
- Visual Analysis
- Final Essay

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