



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

ARTS3090

Media, Culture and Technology Capstone: Media Cultures

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Ramaswami Harindranath	r.hari@unsw.edu.au	Wednesday 2 - 3pm	Robert Webster 222	

Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: sam@unsw.edu.au

Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information

All SAM students must make a serious attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Media, Culture and Technology*

This course examines the complex relations between the media, society, politics and culture, exploring the diverse ways in which the media influence and are influenced by developments in social and political culture. The Media Capstone will address topical issues relating to media, technology and culture. It will use recent developments and current case studies drawn from a variety of sources such as news and entertainment, debates on social media and new information technologies, media campaigns, and popular culture to examine the broader socio-political context in which the media are located. Using key theories and concepts, this course will explore a range of relevant issues that demonstrate the centrality of the media to contemporary culture.

At the conclusion of this course the student will be able to

1. Demonstrate an understanding of cultural, economic and political dynamics arising from relations between media and culture
2. Display the ability to critically investigate the implications of these relationships on populations, the self, and a range of media institutions
3. Demonstrate skills in analytic writing and the rigorous application of theoretical concepts to everyday examples of cultural and media value
4. Show an ability to think independently, critically and creatively about value formations resulting from the relation between media and culture
5. Demonstrate an ability to develop research capacities in a media area of specific interest

Teaching Strategies

Rationale:

This is the level 3 capstone course. It builds on skills developed in levels 1 and 2 courses. It will allow students to develop skills in higher order analysis and self-directed learning. The course is delivered via a 3 hour Seminar each week. Seminars will NOT simply be delivered as lectures, but will be open to dialogue and discussion, with the aim of exploring the readings and related questions in a collaborative and rigorous way.

This course is NOT about rote learning, but rather involves actively thinking about and engaging with a number of key issues, developments, concepts, perspectives, and debates. As this is a Capstone course, students are expected to demonstrate a strong grasp of media issues, contexts, theories and ethics which have been honed through previous coursework. Students are expected to take control of their own learning, rather than passively wait for information to be delivered. This will assist their transition into the workforce.

Teaching Strategies

All students are expected to come each week to the Seminar well prepared with notes on the readings and any ideas or issues they want to pursue. The readings are intended to be thought provoking and you will need to devote at least 4-5 hours per week to preparation. The course is aimed at building productive and lively communities of inquiry.

Assessment

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Essay	40%	2000-2500 words	Monday 7th November 11.59pm	Please submit on Moodle by 11.59pm on the due date
Portfolio 1	20%	2 x 1000 words	Sunday 28th August 2016 11.59pm	Please submit on Moodle by 11.59pm on the due date
Portfolio 2	30%	3 x 1000 words	Friday 30th September 2016 11.59pm	Please submit on Moodle by 11.59pm on the due date
Presentation	10%	5 minutes	During class time in Week 12	null

Assessment Details

Assessment 1: Essay

Details: 2000-2500 words. This is the final assessment task. Students will receive written feedback and a numerical grade.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Demonstrate an understanding of cultural, economic and political dynamics arising from relations between media and culture
- Display the ability to critically investigate the implications of these relationships on populations, the self, and a range of media institutions
- Demonstrate skills in analytic writing and the rigorous application of theoretical concepts to everyday examples of cultural and media value
- Show an ability to think independently, critically and creatively about value formations resulting from the relation between media and culture
- Demonstrate an ability to develop research capacities in a media area of specific interest

Assessment 2: Portfolio 1

Details: 2 entries, approximately 1000 words per entry excluding references. Students will receive written feedback and a numerical grade.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Demonstrate an understanding of cultural, economic and political dynamics arising from relations between media and culture
- Display the ability to critically investigate the implications of these relationships on populations, the self, and a range of media institutions
- Demonstrate skills in analytic writing and the rigorous application of theoretical concepts to everyday examples of cultural and media value

Assessment 3: Portfolio 2

Details: 3 entries, approximately 1000 words per entry excluding references. Students will receive written feedback and a numerical grade.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Demonstrate an understanding of cultural, economic and political dynamics arising from relations between media and culture

- Display the ability to critically investigate the implications of these relationships on populations, the self, and a range of media institutions
- Demonstrate skills in analytic writing and the rigorous application of theoretical concepts to everyday examples of cultural and media value

Assessment 4: Presentation

Details: 5 minutes. Students will receive written feedback and a numerical grade.

Learning outcomes:

- Demonstrate an understanding of cultural, economic and political dynamics arising from relations between media and culture
- Display the ability to critically investigate the implications of these relationships on populations, the self, and a range of media institutions
- Demonstrate skills in analytic writing and the rigorous application of theoretical concepts to everyday examples of cultural and media value
- Demonstrate an ability to develop research capacities in a media area of specific interest

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course Schedule

Timetable

Date	Type	Content
Week 1: 25 - 29 July		No classes
Week 2: 1 - 5 August		Celebrity in the Digital Sphere
Week 3: 8 - 12 August		Social Media and Radicalisation
Week 4: 15 - 19 August		Television and Twitter
Week 5: 22 - 26 August		Space, Place and Media
Week 6: 29 August - 2 September		How to Conceive and Design a Research Project
Week 7: 5 - 9 September		Considering YouTube: Context and Aesthetics
Week 8: 12 - 16 September		Tracking Music Videos: From MTV to Vevo
Week 9: 19 - 23 September		Mediated Culture and Media Change
Week 10: 4 - 7 October		Media and the Commodity Form
Week 11: 10 - 14 October		Media as Culture Industries
Week 12: 17 - 21 October		Seminar time will comprise of Presentations
Week 13: 24 - 28 October		Seminar time will comprise of Essay Consultations

Resources

Prescribed Resources

Required Readings - Please see the University Bookshop for a ARTS3090 Course Reader

Week 1: 25-29 July No classes

Week 2: 1-5 August Celebrity in the Digital Sphere

Essential Readings:

Turner, G, 2014, 'Understanding Celebrity', *Understanding Celebrity*, 2nd Edition, SAGE Publications, London, pp. 3-30

Marshall, D, 2010, 'The promotion and presentation of the self: celebrity as marker of presentational media', *Celebrity Studies*, vol. 1, no. 1, pp. 35-48.

Week 3: 8-12 August Social Media and Radicalisation

Essential Readings:

Burke, J, 2016, 'How the changing media is changing terrorism', *The Guardian*, 25 February, 2016.

Conway, M, 2012, 'From al-Zarkawi to al-Awlaki: the emergence and development of an online radical milieu', in *CTX: Combating Terrorism Exchange* 2(4), pp.1-10.

O'Loughlin, B, Boudeau, C, & Hoskins, A, 2011, 'Distancing the extraordinary: Audience understandings of discourses of 'radicalization'', *Continuum: Journal of Media & Cultural Studies*, vol. 2, no. 2, pp. 153-164.

Week 4: 15-19 August Television and Twitter

Essential Readings:

Wood, M, & Baughman, L, 2012, 'Glee Fandom and Twitter: Something New, or More of the Same Old Thing?', *Communication Studies*, vol. 63, no. 3, pp. 328-344.

Newman, M.Z., 2012, 'Free TV: File-Sharing and the Value of Television', *Television New Media*, vol. 13, no. 6, pp. 463- 479.

Week 5: 22-26 August Space, Place and Media

Essential Readings:

Massey, D, 1999, 'Philosophy and politics of spatiality: some considerations', *Geographische Zeitschrift*, 87,1-12.

Kaun, A, 2015, "'This space belongs to us!' Protest spaces in times of accelerating capitalism', in Dencik, L and Leistert, O (ed), *Critical Perspectives on Social Media and Protest*. London: Rowman & Littlefield, pp.89-108.

Moores, S and M. Metykova, 2009, 'Knowing how to get around: place, migration and communication', *The Communication Review*, vol. 12, no. 4, pp.313-326.

Week 6: 29 August – 2 September Workshop: How to Conceive and Design a Research Project

No readings

Week 7: 5-9 September Considering YouTube: Context and Aesthetics

Essential Readings:

Burgess, J & Green, J, 2009, 'YouTube's Cultural Politics', in Burgess, J & Green, J 2009, *YouTube: Online video and participatory culture*, Polity Press, Cambridge, pp75-99.

Vernallis, C, 2013, 'Chapter 7: YouTube Aesthetics' in *UnRuly Media: YouTube, Music Video, and the New Digital Cinema*, Oxford University Press, Oxford & New York, pp. 127-154.

Week 8: 12-16 September Tracking Music Videos: From MTV to Vevo

Essential Readings:

Edmond, M, 2014, 'Here We Go Again: Music Videos after YouTube', *Television & New Media*, vol. 15, no. 4, pp305 –320.

Korsgaard, M.B., 2013, 'Music Video Transformed', in Richardson, J, C Gorbman, & C Vernallis (eds.), *The Oxford Handbook of New Audiovisual Aesthetics*, Oxford University Press, Oxford & New York, pp. 501-521.

Week 9: 19-23 September Mediated culture and media change

Essential Readings:

Taylor, T. D., 2009, 'Advertising and the conquest of culture', *Social Semiotics*, 19: 4, pp. 405-425.

Gitelman, L, 2006 'Media as Historical Subjects', in *Always Already New: Media, History, and the Data of Culture*, MIT Press, Cambridge, pp. 1-24.

Thorburn, D, H Jenkins, and B Seawell (eds.), 2004 'Introduction', in *Rethinking media change: the aesthetics of transition*, MIT Press, Cambridge, pp. 1-16.

Mid-Semester Break 26-30 September

Week 10: 3-7 October Media and the Commodity Form

Essential Readings:

Appadurai, A, 1986, 'Introduction: commodities and the politics of value', in *The Social Life of Things*, edited by Arjun Appadurai, Cambridge: Cambridge University Press, pp. 3-16.

Strasser, S, 2003, 'The alien past: Consumer culture in historical perspective', *Journal of Consumer Policy*, December, 26(4), pp. 375-393.

Wilk, R, 2006, 'Bottled Water: The pure commodity in the age of branding', *Journal of Consumer Culture*, Vol 6(3), pp. 303-325.

Week 11: 10-14 October Media as Culture Industries

Essential Readings:

Williams, R, 2009, 'Advertising: The Magic System', in *The Advertising and Consumer Culture Reader*, edited by Joseph Turow and Matthew P. McAllister, London and New York: Routledge, pp. 13-24

Anderson, C, 2006, 'The Rise and Fall of the Hit: Lockstep Culture is the Exception, Not the Rule', in *The LongTail: Why the Future of Business is Selling Less of More*, New York: Hyperion, pp. 27-40.

Deuze, M, 2009, 'Media Industries, Work and Life', *European Journal of Communication*, December, vol. 24 no.4, pp. 467-480.

Week 12: 17-21 October Seminar time will comprise of Presentations

Week 13: 24-28 October Seminar time will comprise of Essay Consultations

Recommended Resources

Course Evaluation and Development