



Faculty of Arts
& Social Sciences

School of the Arts and Media

**ARTS3090
MEDIA CAPSTONE**

**Session 2, 2014
Course Convener: Prof R. Harindranath**

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1. Course Schedule

Week 1 (28 July – 1 Aug) Introduction to the course	
Week 2 (4 – 8 Aug) Mediated culture: Media, culture and everyday life	
Week 3 (11 – 15 Aug) Media and the Commodity Form	
Week 4 (18-22 Aug) Media as Culture Industries	
Week 5 (25 – 29 Aug) (Media) Change is the Only Constant	<i>Portfolio 1</i>
Week 6 (1 – 5 Sep) Considering YouTube: Context and Aesthetics	
Week 7 (8 – 12 Sep) Tracking Music Videos: From MTV to Vevo	
Week 8 (15 – 19 Sep) Television and Twitter: Gleeks, Music Videos and Social Media	
Week 9 (22 – 26 Sep) Web 2.0 and Journalism in the Digital Sphere	<i>Portfolio 2</i>
Non-Teaching Break (27 Sep – 6 Oct)	
Week 10 (7 – 10 Oct – Monday 6 Oct Public Holiday) Terrorism and Performativity	
Week 11 (13 – 17 Oct) Space, Place and Digital Media: 18 Days in Egypt	
Week 12 (20 – 24 Oct) Seminar time will comprise of Presentations	<i>Presentations</i>
Week 13 (27-31 Oct) Seminar time will comprise of Essay Consultations	<i>Essay</i>

2. Staff Contact Information

Course Convener

Prof R. Harindranath

Office: Webster Level 2, Office 222

Phone: +61 2 9385 6674

Email: r.hari@unsw.edu.au

Consultation time: 10 a.m – 11 a.m Wednesdays

Tutor

Phoebe Macrossan

Email: p.macrossan@unsw.edu.au

3. School of the Arts and Media Contact Information

Room 312, Level 3, Robert Webster Building (Map Reference G14)

Phone: 9385 4856

Email: sam@unsw.edu.au

4. Course details

Credit Points: 6 Units of Credit, Upper Level 3 Course

3 Hour Seminars:

Mondays, 9am to 12pm, at Quadrangle 1045

Fridays, 10am to 1pm, at AGSM Seminar Room LG06

5. Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application 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 for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

6. Essential Information For FASS/SAM Students

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/>

7. Course Aims

- To examine the cultural, economic and political dynamics of interrelations between media and culture.
- To examine the implications of these relationships on populations, the self, and a range of media institutions.
- To understand the socio-cultural organization and effects of media classifications, hierarchies and systems of judgment.
- To engage with a range of key concepts in cultural and media theory.
- To develop skills in close reading and rigorous use of analytical frameworks.
- To develop research capacities in a media area of interest.

8. Student Learning Outcomes

At the end of this course students will have:

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

9. Graduate Attributes

The students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

At the conclusion of this course the student will acquire:

1. The skills involved in scholarly enquiry.
2. The ability to engage in independent and reflective learning.
3. Information literacy.
4. The skills required for collaborative and multidisciplinary work.



10. Teaching and Learning Rationale

This is a level 3 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 three-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 and theories honed through previous coursework. Students are expected to take control of their own learning, rather than passively wait for information to be delivered.

11. 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. **Each student must submit at least one A4 page summary of the readings each week to the tutor at the end of each Seminar.** Your summary of the readings should include:

- an outline of the key arguments made in the readings
- a case study or example you have found from the media or popular culture that relates to the key themes in the reading
- any questions or discussion points you have

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.

The course will have a UNSW Moodle site, where you can find audiovisual material, seminar notes and a range of other basic course resources. Access this at: <https://myportal.unsw.edu.au/>

12. Course Reader

The Course Reader will be available from the University Bookshop.

YOU WILL NEED TO BRING THE COURSE READER TO THE SEMINAR EACH WEEK.

13. Assessment Submission Requirements

All students must submit both printed and electronic copies of their assessments. Please submit a hard copy of your assignments to the assignment drop-off box outside SAM School office, Room 312, Level 3

Robert Webster building, with a cover sheet securely attached and your details clearly marked (available from the SAM School office) by 4pm on the due date. Note that only hard copies will be marked.

You are also required to email an electronic copy to SAM.assessment@unsw.edu.au. You will receive an auto response acknowledging the receipt of the assignment. It is your responsibility to keep a copy of the assignment and the acknowledgement email. Only hard copies of your assignment will be marked – electronic versions are only accessed as evidence during appeals and disputes.

14. Assessment

There are four assessment tasks: in order to pass the course you must seriously attempt and submit all of its assessment tasks.

PORTFOLIO 1

Due 4pm Friday, 29 August, Week 5

Value: 20%

Submission: SAM Essay Boxes

2 entries; approximately 1000 words per entry

Portfolio 1 is to be comprised of 2 entries that address 2 course topics of your choice. (You can choose from Weeks 2-5.) You are expected to draw on the readings and the lecture materials.

The Portfolio is intended to help you document and work through a range of key issues, ideas, concepts, arguments, case studies, and theoretical tools. Your course notes every week from the readings, plus notes from class discussions and presentations, and these course notes can then be drawn on and properly written up for your Portfolio entries.

This assessment is NOT about simply providing summaries, and it is NOT about passively regurgitating content. If you wish, you may begin each entry by providing a quick summary of key points and concepts – but the main focus is on how you critically discuss and reflect on the central issues and theories. You are required to make relevant constructive conceptual connections with other weekly topics and materials in your entries.

Each weekly entry is to be divided into 4 sections. The Reference List should NOT be included in your word count. The sections are as follows:

1. Literature Review: In this section, you are expected to write a brief summary of each of the readings for the week, identifying the main ideas and arguments in each article. If you have done additional research, you may include it here.
2. Critical Reflection: In this section, you are expected to provide your thoughts about this week's topic and material. Make productive conceptual connections and provide critical discussion, analysis and commentary of your own. Address any relevant material and/or case studies outside the course readings that you have investigated. *This is the most important section in your Report.*

3. Research Scope: In this section, provide a brief indication of any further research possibilities or directions that you may be interested in pursuing relating to your Presentation.

4. Reference List: Provide a full listing of any resources that you have directly used in your work. Do not cite resources that are not directly used. You are expected to conform to proper referencing conventions.

Assessment Criteria:

- Ability to show a strong understanding of key issues, concepts, arguments across the course.
- Ability to put relevant ideas/concepts/theories to productive use.
- Evidence of creative thinking and rigorous conceptual work.
- Fluent and coherent written expression.
- Accurate and properly presented referencing.

PORTFOLIO 2

Due 4pm Friday, 26 September, Week 9

Value: 30%

Submission: SAM Essay Boxes

3 entries; approximately 1000 words per entry

Portfolio 2 is to be comprised of 3 entries that address 3 course topics of your choice. (You can choose from Weeks 6-10.)

Refer to the assessment details and assessment criteria for Portfolio 1.

PRESENTATION

Delivered individually in Week 12, during Seminar time

Each presentation will be allocated 5 minutes

Value: 10%

Your Presentation is, in essence, your proposal and outline of your Essay. In the allocated time, you will present to the class your Essay topic, your research interests and agendas, the case study/studies you are investigating, your analytical methodology, the key issues and contexts, and your main argument/s.

As you only have five minutes, you are advised to make the best use of this time to make the strongest impression possible. You are expected to arrive punctually at the start of the Seminar at 11am, or you will be penalised for lateness.

Assessment Criteria:

- Presentation skills: Ability to effectively and concisely articulate ideas and engage the attention of your audience
- Overview skills: Ability to effectively and coherently outline the main ideas, concepts, and arguments
- Conceptual skills: Ability to outline productive conceptual connections and provide commentary of your own
- Professionalism: Ability for effective time management, self organisation, and an assured delivery of presentation material
- Essay potential: Strength and clarity of your presented argument/s, research content, and analytical framework

ESSAY

Due Friday 31 October, 4pm, Week 13

Value: 40%

Submission: SAM Essay Boxes

2,000 to 2,500 words

The aim of the Essay is to develop your skills in close reading and research, and to provide an opportunity to critically and creatively engage with key issues, perspectives, theoretical frameworks, and debates, in a specific area of your interest. You are expected to produce a clear, coherent, and conceptually rigorous piece of writing that meets the standards and requirements of a third year course.

You need to devise your own research question and find your own case study/studies, drawing on the course readings and material as your base.

Use the two Portfolio tasks to help you work towards producing the Essay. You are advised to work on thinking about and developing research ideas and directions (and on establishing a strong conceptual foundation and theoretical base) throughout the course, making use of the other assessment tasks to do so.

It is recommended that you discuss your Essay topic and plan of attack in the Week 10 and/or Week 11 seminars, to ensure that you are on the right track. In Week 12, you will deliver a Presentation on your Essay topic, and in Week 12, you will have an allocated Consultation time to work through any final issues or concerns.

Assessment Criteria:

- Engagement with the course: Demonstration of a productive engagement with issues, ideas and theories raised by course material;
 - Conceptual skills: Evidence of a clear sense of conceptual direction, and the development of a thoughtful discussion and analysis of your own
 - Research skills: Evidence of an in-depth understanding of key issues, contexts, perspectives, theories and debates in the area;
 - Writing and presentation: clarity and coherence of expression, grammar, punctuation, sentence construction, layout
- Accurate and properly presented referencing.

15. Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0.

For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

16. Extension Procedure

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

17. Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

18. 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.
- **Duplication:** 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.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- 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.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

19. Weekly Overview

Week 1 (28 July – 1 Aug)

Introduction to the course

PART ONE: ADVERTISING, THE MEDIA AND CULTURE

Week 2 (4-8 Aug)

Mediated culture: Media, culture and everyday life

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

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

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

Week 3 (11-15 Aug)

Media and the commodity form

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.

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

Hawkins, G, 'Packaging water: Plastic bottles as market and public devices', *Economy and Society*, vol. 40, no. 4, pp. 534-532.

Week 4 (18-22 Aug)

Media as culture industries

Readings

Anderson, C, 2006, 'The Rise and Fall of the Hit: Lockstep Culture is the Exception, Not the Rule', in *The Long Tail: 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.

PART TWO: CHANGING MEDIA AESTHETICS AND AUDIENCES

Week 5 (25-29 Aug)

Portfolio 1 due

(Media) Change is the only constant

Readings

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.

Week 6 (1-5 Sep)

Considering YouTube: Context and Aesthetics

Readings

Jenkins, H, 2009, 'What Happened Before YouTube', in Burgess, J & Green, J 2009, *YouTube: Online video and participatory culture*, Polity Press, Cambridge, pp109-125.

Vernallis, C, 2013, 'Introduction' and 'Chapter 7: YouTube Aesthetics' in *UnRuly Media: YouTube, Music Video, and the New Digital Cinema*, Oxford University Press, Oxford & New York, pp. 1-20 and 127-154.

Week 7 (8-12 Sep)

Tracking music videos: From MTV to Vevo

Readings

Edmond, M, 2014, 'Here We Go Again: Music Videos after YouTube', *Television & New Media*, vol. 15, no. 4, pp. 305 –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 8 (15-19 Sep)

Television and Twitter: Gleeks, music videos and social media

Readings

Hunting, K, & McQueen, A, 2014, 'A Musical Marriage: The Mash-Up Aesthetic as Governing Logic in Glee', *Quarterly Review of Film and Video*, vol. 31, no. 4, pp.289-308.

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.

PART THREE: JOURNALISM, DIGITAL MEDIA, SPACE/PLACE AND PERFORMANCE

Week 9 (22-26 Sep)

Portfolio 2 due

Web 2.0 and journalism in the digital sphere

Readings

Flew, T, 2009, 'Democracy, Participation and Convergent Media: Case Studies in Contemporary Online News Journalism in Australia', *Communication, Politics & Culture*, vol. 42, no. 2, pp. 87-115.

Ellis, J, 2010, 'The Digitally Enhanced Audience: New attitudes to factual footage', in Gripsrud, J (ed.), *Relocating Television: Television in the digital context*, Routledge, London & New York, pp. 183-193.

Non-Teaching Break (27 Sep – 6 Oct)

Week 10 (7-10 Oct – Monday 6 Oct public holiday)

Terrorism and Performativity

Readings

Harindranath, R 2011, 'Performing terror, anti-terror, and public affect: Towards an analytical framework', *Continuum: Journal of Media & Cultural Studies*, vol. 25, no. 2, pp. 141-151.

Der Derian, J (2005) 'Imaging terror: logos, pathos and ethos', *Third World Quarterly*, vol.26, no.1, pp. 23-37.

Week 11 (13-17 Oct)

Space, Place and Media

Readings

Massey, D (1992) 'Politics and space/time', *New Left Review*, no.1, 196, pp. 65-84.

Moores, S and M. Metykova (2009) 'Knowing how to get around: place, migration and communication', *The Communication Review*, 12:4, 313-326.

Week 12 (20-24 Oct)

Seminar time will comprise of Presentations

Presentations this week

Week 13 (27-31 Oct)

Seminar time will comprise of Essay Consultations

Essay due

20. Course evaluation and development

Your feedback gathered from the CATEI surveys at the end of the session will be invaluable in terms of offering ideas and input. Your experiences and suggestions are valued, and there is always room for improvement in terms of the content and teaching strategies.