Arts 3090: Media Capstone
Semester Two 2013

Seminar Times and Location:
Fridays 12:00-2:00 pm
Weeks 2-9, 10-13
AGSM Seminar Room LG06
(K-G27-LG06)
1. **Staff Contact Details**
   Dr. Margaret Borschke  
   email: Margaret.Borschke@unsw.edu.au  
   (Please remember to note the course code in correspondence)

   Consultations (one-on-one or small group):  
   By Appointment on Fridays 2-3 (preferred)  
   OR limited appointments on Wed between 10-11 or 2.30-3.30  
   *please email me for an appointment*  
   office: Webster 311Q

   NB *Your lecturer is employed by the university on a casual basis.*  
   *She only available during scheduled lecture and consultation hours.*  
   *Please make wise use of the time available to you.*

2. **School of the Arts and Media Contact Information**
   Room 312, level 3 Robert Webster Building  
   Phone: 9385 4856  
   Email: sam@unsw.edu.au

3. **Attendance Requirements**
   To pass this course you are required to attend at least 80% of lectures, screenings and tutorials. If you do not meet the minimum attendance requirement for any reason you may fail the course. Out of respect for your fellow scholars, please be punctual and stay until the end of each session.

4. **Essential Information For SAM Students**
   Please download Essential Information and SAM assessment policy:  
   [https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/](https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/)
5. Course details

Credit Points:
6 credits. There is no parallel teaching involved in the course.

Summary of the Course

This course is about the interrelationship of media, politics and culture. It focuses on the aesthetics of communication technologies and media, with a particular emphasis on how questions of representation and reproduction intertwine and interrelate. Students will consider how contemporary questions about the relationship between technology and cultural change are enriched by the study of media history. They will also contemplate how the social and political dimensions of the cultural changes associated with new media technologies are illuminated by key debates in the aesthetics, epistemology and ontology of media.

Through a series of close readings and focused discussions using contemporary and historical case studies, this course raises key questions about the meaning of media and format, the relationship between form and content, as well as broader questions about the cultural politics of digital media, networks and visibility and the role that production, consumption and distribution play in the generation of shared meaning. We will examine similarity and repetition as forms of expression and engines of change. We will consider ordering, collecting and networking as forms of expression and ask how these cultural practices alter or maintain the meaning of media artifacts. We will also consider the regulation of use in global digital networks. Finally, we will examine contemporary discourse about change and technology and consider what it reveals about our assumptions about the relationship between media and culture.

There is a focus in the readings on sound recording, music and listening however, the key questions investigated each week have broader implications for questions of representation, regulation, consumption, production and identity in other areas of media research. When working on your portfolio and choosing your research question you should develop and follow your own interests.

Aims of the Course
• 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.
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.

Graduate Attributes
• skills involved in scholarly enquiry.
• the ability to engage in independent and reflective learning.
• information literacy.
• the skills required for collaborative and multidisciplinary work

6. Rationale for the inclusion of content and teaching approach
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 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 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.

7. 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. If you do not keep up with the readings you will find it very difficult to pass the course. The course is aimed at building productive and lively communities of inquiry.
8. Assessments

There are four assessment tasks. In order to pass this course, you must make a serious attempt and submit ALL assessment tasks. Detailed instructions for all assessments can be found on the Course's moodle site.

Assessment 1. Portfolio Part One
Due: Monday September 2, 2013 by 11.59pm
Percentage of Final Grade: 20 per cent
Submission: online via moodle
Length: Two entries of apx 1000 words each=2000 words (excluding references) from weeks 2-5

Assessment 2. Portfolio Part Two
Due: Monday October 14 by 11.59pm
Percentage of Final Grade: 30 percent
Submission: online via moodle
Length: Three entries of apx 1000 words each=3000 words total (excluding references) from weeks 6-10

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

Portfolio entries should contain the following four sections:
1. Literature Review: Write a brief summary of the week's reading, identifying main arguments. If you have done additional research into major themes, questions or disputes, you can also summarise those arguments in this section.
2. Critical Reflection: In this section, you are expected to provide your thoughts about the 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 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 used in your work. You are expected to conform to proper referencing conventions

Assessment Criteria:
• Ability to show a strong understanding of key issues, concepts, arguments
• 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.
Assessment 3. Presentation

Delivered individually in Week 11 or 12*, during Seminar time
Each presentation will be allocated 5 minutes
Percentage of Final Grade: 10 per cent
Submission: Please post any presentation materials to moodle

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.

*Students will be notified of their presentation week via moodle

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

Assessment 4. Final Research Essay
Due: Monday November 11, 11.59 pm
Submission: Turnitin Box on Moodle
Percentage of Final Grade: 40 per cent
Length: 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. (cont.)
Essay Instructions (continued):
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 seminars, to ensure that you are on the right track.

In Week 11 or 12, you will deliver a Presentation on your Essay topic, and in Week 13 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.

Submission of Assessment Tasks
All submission tasks are submitted via Moodle and are due by the end of the day (i.e. midnight).

Late Submission
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 0 marks. Late work will not receive detailed feedback.

Extension Procedure
In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests.** Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due
date and will generally only be granted for a period of 2-3 days or up to 1 week in more serious cases.

**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.

9. **Academic honesty and plagiarism**

Plagiarism is a serious offense and all students are responsible for becoming familiar with the UNSW policy on Plagiarism and Academic Integrity – https://my.unsw.edu.au/student/atoz/Plagiarism.html

There is also a booklet to help you avoid plagiarism that can be downloaded https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

Further Information on plagiarism including what it is and how to avoid it can be found on the Essential Information for all SAM Students described above.
Week 1: No Seminars, Course Begins in Week 2!!!!
Week 2: Introduction: No readings

Week 3: (Media) Change is the only Constant


Week 4: Historicising Reproduction


For further study:

Week 5. Format, Content and Cultural Practice

Hong, J (2003) material/materiality in The Chicago School of Media Theory http://lucian.uchicago.edu/blogs/mediatheory/keywords/materialmateriality/


Week 6: Digital Documents, Records and the Regulation of Information


Portfolio one due Monday September 2, 2013
PART TWO: Media Use, Reproduction and Representation

Week 6 Repetition and Composition


Further Reading: Borschke, M 2012 Chapter 4 in “Rethinking the Rhetoric of Remix: Copies and Material Culture in Digital Networks” PhD diss

Week 7: Performing Taste, Using Media


Week 8: Documenting Experience, Networking Memory


Week 9: Networked Revivals

Novak, D (2011) "The Sublime Frequencies of New Old Media" in Public Culture 2011 Volume 23, Number 3 65: 603-634

Week 10: Big Data and the Trouble with Representation


Crawford, K (2013) "Think Again: Big Data" in Foreign Policy, May 9 available at http://www.foreignpolicy.com/articles/2013/05/09/think_again_big_data

Portfolio Two Due Monday September 21

PART THREE: Student Research
Week 11: Presentations: Part 1

Week 12: Presentations: Part 2

Week 13: Essay Consultations and Discussions
(To be held in the seminar room)

Final Essays Due Monday November 11
10. Course Materials

All readings are available via the library website or via links on the Moodle site EXCEPT you will need to borrow or buy a copy of *Always Already New: Media, History and the Data of Culture* because we are reading more than we are allowed to copy. There is a kindle version available for $13.80 via Amazon.com http://www.amazon.com/Always-Already-New-History-ebook/dp/B002RDE00O and there is a copy on reserve.

UNSW Library website:  [http://www.library.unsw.edu.au/](http://www.library.unsw.edu.au/)

11. Expected Resources for students

   A Moodle site is the main point of electronic content and communication for the course
   
   Most Readings will be available via links on Moodle or via the Library
   
   To prepare for the lecture, you should check Moodle on Wednesdays for any additional readings or required exercises.
   
   Students are expected to check their unsw email on a weekly basis for any announcements
   
   Additional resources will be posted on Moodle
   
   UNSW Library:  [http://www.library.unsw.edu.au/](http://www.library.unsw.edu.au/)
   
   The Learning Centre:  [http://www.lc.unsw.edu.au/](http://www.lc.unsw.edu.au/)

12. Course evaluation and development

Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

13. Disability Services

Students with disabilities are encouraged to register with Disability services and make use of the resources that are available to them

Further information for students with disabilities is available at http://www.studentequity.unsw.edu.au or via the Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).