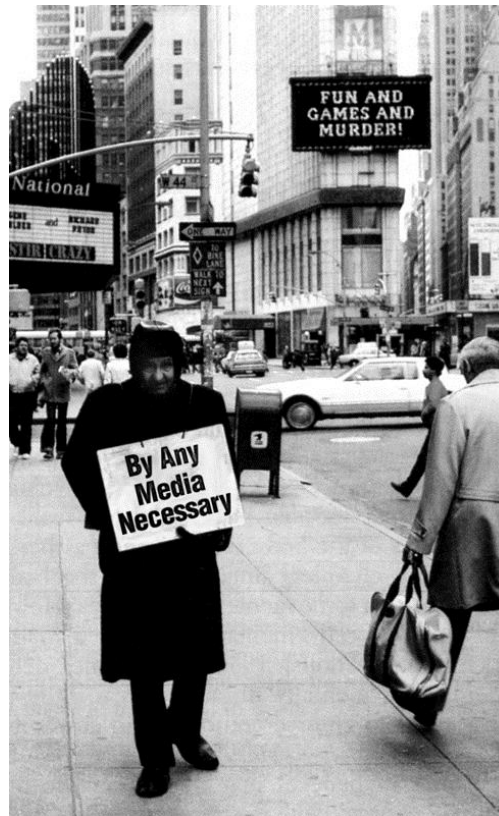


# MDIA 301 Media Theory and Cultural Production

**Trimester 2 2014**

14 July to 16 November 2014

**20 Points**



Critical Art Ensemble "By Any Media Necessary." 1999. Photograph. Brian Holmes. "Tactical Media Generation." *Autonomous University*. Autonomous University, Aug. 2012. Web. 14 Jul. 2014. <<http://autonomousuniversity.org/content/tactical-media-generation>>

## IMPORTANT DATES

Teaching dates: 14 July to 17 October 2014

Mid-Trimester break: 25 August to 7 September 2014

Last assessment item due: 28 October 2014

Withdrawal dates:

Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## CLASS TIMES AND LOCATIONS

### Lectures

Fridays 9.00-11.50am 77 Fairlie Terrace Room 306

**There are no tutorials for this course, which is taught as a 3-hour weekly lecture / workshop.**

## NAMES AND CONTACT DETAILS

### Course Coordinator:

Dr Minette Hillyer [minette.hillyer@vuw.ac.nz](mailto:minette.hillyer@vuw.ac.nz) 04 463 9746 Room 101, 81 Fairlie Terrace

Office Hours: Monday 12.00-1.00pm, or by appointment.

## COMMUNICATION OF ADDITIONAL INFORMATION

All additional information will be announced in lectures and tutorials, and made available on the MDIA 301 Blackboard site.

Occasionally, emails will be sent to the MDIA 301 class via Blackboard. Blackboard only recognises Victoria email addresses. **If you are not going to use the Victoria email address set up for you, please set a forward from the Victoria email system to the address you do use.** If you do not do this, you may miss out on important information.

## PRESCRIPTION

This course focuses on the relationship between critical social theory and the impact of the media on the production of culture. This course will be delivered in a 3-hour lecture/workshop format. There are no tutorials for this course.

## COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course will be able to:

1. Summarise and critically evaluate the claims made in scholarly texts
2. Discuss, apply, and critique theoretical approaches to the production of culture
3. Demonstrate an understanding of the historical, cultural, and theoretical specificity of a variety of approaches to theorising culture
4. Use and produce feedback on the clarity and structure of written academic work
5. Demonstrate writing and research skills appropriate to a third year University course.

## TEACHING FORMAT

1 x 3 hour lecture / workshop per week

See the section on Mandatory Course Requirements for details on attendance policies

This course is designed to be interactive and participatory. **Students must come to class having completed the assigned readings for that week.** The course is divided into two broad sections:

- Industries and Products
- Subjects and Spaces

### MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- Submit all pieces of assessment (hard copy to the MDIA Drop Slot and electronic copy to Turnitin)
- Attend **at least** 9 lecture/workshops

### WORKLOAD

The expected workload for a 20-point course is 200 hours over the trimester or 13 hours per teaching week.

Per week, this equates to:

Lecture / Workshop attendance: 3 hours

Reading: 4 hours

Revision / research: 6 hours

An additional 46 hours (in total) should be set aside for the completion of assessment.

### ASSESSMENT

	Assessment items and workload per item	%	CLO(s)	Due date
1	Assignment 1: Reading summaries, 2 x 600 words.	20%	1 and 5	Weeks 3-6
2	Assignment 2: Peer feedback exercise, 3-500 words.	10%	4 and 5	Week 8
3	Assignment 3: Research essay, 2,500 words.	40%	1 to 5	10am, Monday 29 September
4	Assignment 4: Dossier of media texts, 1,800 words total.	30%	1, 2, 3 and 5	2pm, Tuesday 28 October

**Assignment One: Reading Summaries** 2x 600 words, due each Friday, 2pm, weeks 3-6 depending on topic.  
 20% of final grade.

For this assignment you are required to write **two** summaries of approximately 600 words each of readings assigned between weeks 3 and 6. Your summaries should be written in prose, rather than in note form, and avoid bullet points. For each summary, you should:

- summarise the main argument, or thesis,
- identify any key terms or concepts, and any significant examples, and
- note any larger questions, or theoretical or social contexts which appear to motivate the writer.

Note that your task here is not to critique the argument, but to summarise it, as if you were explaining it to your reader.

## Choosing your readings

You are required to submit **two** reading summaries, in **two different weeks**. You **may not** choose certain nominated readings (see course outline).

Choose **two** readings from the following list to summarise:

Week 3: Horkheimer, Max and Theodor Adorno. "The Culture Industry: Enlightenment as Mass Deception"

Week 4: **EITHER**, Kracauer, Siegfried. "The Little Shopgirls Go to the Movies."  
**OR**, Benjamin, Walter. "The Work of Art in the Age of its Technological Reproducibility: Second Version."

Week 5: **EITHER**, Barthes, Roland. "Operation Margerine"  
**OR**, Barthes, Roland. "Myth Today"

Week 6: **EITHER**, Hall, Stuart. "Encoding / Decoding."  
**OR**, Ang, Ien "Dallas and the Ideology of Mass Culture"

Each summary must be accompanied by a correct bibliographic citation in MLA style (see the SEFTMS handbook for guidelines). Your primary focus should be the assigned text; however, if you make use of other resources to help you understand it, make sure that these are also included in your bibliography.

## Assessment criteria

In each week in which you write a summary, you will be expected to take an active role in class discussion. While you are not graded on your participation, **attending and participating in class in the week in which your chosen reading is assigned is an essential part of this assignment.**

You will be graded on:

- your ability to accurately summarise an argument and identify its key characteristics
- your ability to write clearly and concisely

Given the word count, quotations should be kept to a minimum. Remember that these summaries must not simply replicate lecture notes.

## Resources

You may find the following resources useful:

[www.victoria.ac.nz/st\\_services/slss/studyhub/PDF/EffectiveReading.pdf](http://www.victoria.ac.nz/st_services/slss/studyhub/PDF/EffectiveReading.pdf)

[www.victoria.ac.nz/st\\_services/slss/studyhub/PDF/CriticalReadingAndThinking.pdf](http://www.victoria.ac.nz/st_services/slss/studyhub/PDF/CriticalReadingAndThinking.pdf)

You can also make use of the SEFTMS handbook for advice on reading, writing, and bibliographic style.

## Submission

You should hand in your final written assignment in hard copy to the MDIA drop slot in 83 Fairlie Terrace, and electronically to Turnitin (via Blackboard) by 2pm on the Friday of the relevant week. Do not hand in your assignment during class. *Your marks for the assignment will not be released unless your work has been submitted to Turnitin.*

**Assignment 2: Peer Feedback Essay Introduction Exercise**, in class, Week 8 (19 September), 10% of final grade.

In Week 8 you must bring a draft of the introductory paragraph of the essay you will submit for Assignment 3 to class. You will use that draft in a peer feedback exercise designed to improve the structure of your essay and the clarity of your argument.

### Guidelines

- Your marks for this assignment is for participation only. I will not mark your introduction, or the worksheet you will fill out in the tutorial exercise. However, I will look at both to ensure that you have completed the task(s) set, and can be awarded your 10 marks. PLEASE NOTE: If you complete both parts of this assignment you will receive 10 marks. This is not a mark out of 10. You will either receive 10 marks for completing the assignment, or 0 marks for not completing it. This means that if you only complete part of it, you will receive 0 marks. No part of your grade will be determined by feedback from your peers.
- In order to complete this assignment and receive your 10 marks you must turn up to class in Week 8 (19 September). Provision will be made for those students who cannot attend that week due to genuinely unforeseen and extenuating circumstances.
- In Week 7, time will be set aside to discuss what makes a good introductory paragraph, and other aspects of this assignment.
- Your introductory paragraph draft must be a genuine draft (we will discuss what this means in Week 7). It cannot be a list of ideas or bullet points.

**This assignment is modelled on the assignment developed for MDIA 306, with thanks to Dr Anita Brady.**

**Assignment 3: Research Essay.** 2,500 words, due 2pm, Monday 29 September. 40% of final grade.

Write an essay of approximately 2,500 words in response to the following question:

Choose one media text or example to analyse. How does that media text or example support, or contradict theory encountered in the course about the a) Institutions, b) Products, c) Spaces, **or** d) Subjects of culture?

### Guidelines

- **Your essay should make extended use of a media example or examples, and must display a sustained, critical engagement with one or more works of critical theory that you have encountered in class**
- Your essay must contain, and be structured by, a thesis statement; that is, you must make an argument
- You must make use of **at least two reputable academic sources** to build your argument
- You may make use of the texts you summarised for Assignment One in this assignment, but you must not duplicate work from that assignment
- Your essay must be accompanied by a list of Works Cited, in MLA style. See the SEFTMS student handbook for examples and guidelines

- You must submit your work in hard copy to the MDIA drop slot in 83 Fairlie Terrace, and in electronic form to Turnitin (via Blackboard), by 2pm, Monday 29 September. *Your mark will not be released until your work has been seen on Turnitin.*

### Assessment criteria

You will be graded on:

- Your ability to integrate theory and analysis, and to make a critically engaged and theoretically informed argument
- Your ability to write in a way which is appropriate for the academic setting, and to make good use of supporting evidence
- The quality of your written expression, including in particular your introduction, conclusion, and thesis statement
- Your ability to follow an academic referencing style (here, MLA).

There are extensive essay writing guidelines in the SEFTMS handbook; it is strongly recommended that you consult them.

**Assignment 4: Dossier of media texts**, 1,800 words total. To be collected weeks 2-11; final write-up due 2pm, Tuesday 28 October. 30% of final grade.

This assignment asks you engage in “theory in action” by compiling and writing commentary on a series of media texts that relate to aspects of identity. These texts may take various forms: they could be written commentaries found in the popular press, still images, blog entries, videos, cartoons, audio texts, advertisements, songs, or even song titles. Regardless of what kind of text you find, it should allow you to engage with and apply the theory that we’re studying in class. Perhaps your text critiques – or perpetuates – normative ideas about identity and culture, or offers an update on an essay or theory we’re studying on the subject. Perhaps it makes use of the central idea from a theory or theorist in a way that strikes you as interesting, or explains complex theory in an accessible or interesting way. Sometimes, your text will be ‘doing’ theory without apparently realizing it. This may mean that a “symptomatic” reading is appropriate.

This assignment has three stages:

#### Stage One: Blog Entry

Each week between weeks 2 and 11, several class members will be responsible for making a contribution to a class blog which you’ll build in common with other members of the class, accessible through our Blackboard site. We will determine which week you are to make your contribution in the first week of class. In your nominated week, you should contribute one text (as described above) accompanied by a commentary of approximately 150-200 words explaining the significance of your choice. Your text must relate to *either* that week’s, or the *previous* week’s topic. ***The text plus your commentary must be posted to the class blog before class each week, so that we can discuss it when we meet.*** The texts you contribute will also contribute to our larger class discussion that week.

#### Stage Two: Commentary

At the end of the trimester, each member of the class should contribute *one further commentary to the blog* of approximately 150-200 words. This commentary must work with a different aspect of theory than the commentary originally attached to the text. ***All contributions for this part of the exercise must be***

**posted to the blog before class in week 12 (ie. by 9am, Friday 17 October) so that we can discuss them when we meet.**

### Stage Three: Your Dossier

At the end of the trimester, compile a selection of five texts to make a “dossier”; that is, “a collection of ...information about a particular person or matter” (OED, 731). Your dossier will take the form of a critical journal on our Blackboard site, and will only be accessible to you and Minette. Your choice of texts for the dossier can either come entirely from the class blog, or include texts from the blog appended with further additions of your own; you may link to texts from the class blog here, or repost them as you prefer. You may use any texts from the class blog, but **at least two of the texts in your dossier must ones you have found yourself, and other texts must cite the person who contributed them to the class blog.**

You should chose texts based on a logic which you determine, such as their resonance with a particular branch or aspect of theory, their ability to illustrate a particular idea, their particular variety of theory in action, and so on. Give your dossier a name that defines it, and write an explanation of why and how your chosen texts belong together. Each text in the dossier should also be accompanied by a short commentary explaining its significance; if you originally contributed this text to the class blog, you can re-use the commentary you wrote there, or edit it. If someone else first contributed the text, you *must write your own commentary*; however you can, and should cite your classmates’ commentaries as appropriate. Remember to write in prose appropriate for the academic setting, and to cite all sources, including those from our class blog.

The word count for this part of the assignment should be approximately 1,400 words, divided between commentaries on individual texts and the overall explanation of the dossier, and is weighted at 75% of the assignment’s grade. Your explanation of the dossier as a whole must be at least 600 words long, and should demonstrate a thesis related to identity. You may include parts of the commentaries that you originally wrote for the class blog in this explanation, if you’re not already using them elsewhere in the dossier.

### Grading

**Part one and two (Blog + commentary):** Your writing for this part of the assignment should total approximately 400 words, divided between the two commentaries, and is weighted at 25% of the assignment’s grade.

**Part three (Dossier):** This part of the assignment should be approximately 1,400 words, divided between commentaries on individual texts and the overall explanation of the dossier, which must be at least 600 words long, and is weighted at 75% of the assignment’s grade.

You will be graded on:

- Your ability to integrate theory and analysis, and to make a critically engaged and theoretically informed argument
- Your ability to think about objects in theory in a focused, creative way, and to demonstrate independence in your ability to compile a dossier and make use of theory
- Your ability to write in a way which is appropriate for the academic setting, and to make good use of supporting evidence
- The quality of your written expression
- Your ability to follow an academic referencing style (here, MLA).

## Submission and resources

Your dossier must be ready for grading by **2pm, Tuesday 28 October**. Your final write-up (minus the texts), and two commentaries from the class wiki must also be submitted to Turnitin as a single document (via our Blackboard site) by the due date. *Your grade for this assignment will not be released until your work has been sighted on Turnitin.*

You must include full and correct citations for every text you discuss and every secondary source you make use of, in MLA style. Again, this includes any reference to work from the class wiki. See the SEFTMS handbook for guidelines and examples.

More resources about using the Blog and Critical Journal functions on Blackboard will be provided on our Blackboard site. This assignment will be discussed in class.

Weeks 10 and 11 of the course specifically engage with theory about identity and culture, and should prove particularly useful for this project; however, you should not feel you have to restrict yourself to this material in conceiving of your dossier. All of the material covered in the course relates in some way to identity and the first part of the exercise (the class blog) should be seen as an opportunity to explore these possibilities.

## SUBMISSION AND RETURN OF WORK

Work provided for assessment in this course will be checked for academic integrity by Turnitin. Follow the instructions provided in the "Assignments and Turnitin" section of Blackboard.

Hardcopy assignments are submitted in the MDIA drop slot outside the administration office: **83 Fairlie Terrace**. Attach an assignment cover sheet or extension form, found on Blackboard or outside the administration office.

Your marked assignment will be handed back in class or during office hours. Any uncollected assignments can be picked up from the Programme Administrator after the last day of teaching. Assignments will be held in the Administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the Administration office.

## EXTENSIONS AND PENALTIES

### Extensions

In exceptional and unforeseen circumstances an extension may be granted. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions. **No assignment with or without an extension will be accepted after Friday 14 November 2014.**

### Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.



## SET TEXTS

Readings will be made available electronically via Blackboard. There are usually two to three required readings each week. **These are essential, and must be completed *before class*.**

## CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## STUDENT FEEDBACK

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

## OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute:  
[www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)

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- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)
- School website: [www.victoria.ac.nz/seftms](http://www.victoria.ac.nz/seftms)

**COURSE PROGRAMME**

A reading list with full citations, and electronic copies of the readings are available on the MDIA 301 Blackboard site.

Week	Lecture date	Topic	Assessments
Week 1	18 July	Introduction: Key Concepts <b>Read:</b> Barlow, David M., and Brett Mills. "What Is Theory?" Bennett, Tony. "Culture." Frow, John. "Theory." Williams, Raymond. "Culture."	
Week 2	25 July	<b>Industries and Products</b> Culture / Industry <b>Read:</b> Adorno, T.W. "How To Look at Television" Williams, Raymond. "Culture is Ordinary" [1958]	
Week 3	1 Aug	The Culture Industry <b>Read:</b> Horkheimer, Max and Theodor Adorno. "The Culture Industry: Enlightenment as Mass Deception" Polan, Dana. "Vagaries of A Concept: The Culture Industry" Gendron, Bernard. "Theodor Adorno meets the Cadillacs." Recommended reading: Negus, Keith. "The Production of Culture: Introduction, and The Culture Industry." <b>The schedule for this week may be revised due to the 'Loops and Splices' symposium; any changes will be discussed in class and posted to Blackboard</b>	Week three reading summary ( <b>not Polan or Gendron</b> ) due Friday 2 August, 2pm.
Week 4	8 Aug	The Mass / The Mechanised <b>Read:</b> Kracauer, Siegfried. "The Little Shopgirls Go to the Movies." Benjamin, Walter. "The Work of Art in the Age of its Technological Reproducibility: Second Version." Hillyer, Minette. "Underexposed Overexposure: <i>One Night in Paris</i> "	Week four reading summary ( <b>not Hillyer</b> ) due Friday 9 August, 2pm.
Week 5	15 Aug	Myth <b>Read:</b> Barthes, Roland. "Operation Margerine" Barthes, Roland. "Myth Today"	Week five reading summary ( <b>not Jeffries or Noonan</b> ) due

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		<p>Jeffries, Stuart. "But What Does It Mean?"</p> <p>Noonan, Will. "<i>Nouvelles Mythologies</i> and the Bicycle: Barthes in the Age of Mechanical Reproduction."</p>	<p>Friday 16 August, 2pm.</p>
Week 6	22 Aug	<p>Encoding/ Decoding / Negotiation</p> <p><b>Read:</b> Hall, Stuart. "Encoding / Decoding."</p> <p>Ang, Ien "<i>Dallas</i> and the Ideology of Mass Culture"</p>	<p>Week six reading summary due, Friday 23 August, 2pm.</p>
<p><b>Mid Trimester Break:</b> Monday 25 August to Sunday 7 September 2014</p>			
Week 7	12 Sept	<p><b>Subjects and Spaces</b></p> <p>Space and Culture</p> <p><b>Read:</b> Jameson, Fredric. "The Cultural Logic of Late Capitalism" (extract)</p> <p>Turner, Fred. "<i>The Family of Man</i> and the Politics of Attention in Cold War America."</p>	
Week 8	19 Sept	<p>Community / Locality</p> <p><b>Read:</b> Anderson, Benedict. "Imagined Communities: Nationalisms Cultural Roots"</p> <p>Appadurai. Arjun. "The Production of Locality"</p> <p>West, Amy. <i>Dream Home</i> (Land): Anxious Fantasies of Settlement in Home Improvement Television"</p>	<p>Peer assessment exercise in tutorials this week.</p>
Week 9	26 Sept	<p>The everyday</p> <p><b>Read:</b> De Certeau. Michel. "Walking in the City"</p> <p>Spigel, Lynn "Installing the Television Set"</p> <p>Smith, Jo. "Parallel Quotidian Flows: Maori Television On Air".</p>	<p>Research essay due, Monday 29 September, 10am.</p>
Week 10	3 Oct	<p>Cultural identity</p> <p><b>Read:</b> Hall, Stuart. "Cultural Identity and Diaspora."</p> <p>Henderson, April. "Māori Boys, Michael Jackson Dance Moves and that 1984 Structure of Feeling"</p>	
Week 11	10 Oct	<p>Theory / Culture - With Dr Jo Smith</p> <p><b>Reading TBD</b></p>	
Week 12	17 Oct	<p>Course wrap-up</p>	<p>Dossier of media texts due Tuesday, 28 October, 2pm.</p>