



School of English, Film, Theatre and Media Studies

MDIA 301: Media Theory and Cultural Production 2008 Trimester 1 Course Guide Description

This course considers the relation between economics, politics, institutions, industry and culture within media contexts. It looks at cultural industries specifically in the context of globalization, global capitalism and post-colonialism. The course functions as an overview of critical social theory and critical theory. It also focuses on the conception and development of research projects and will take students through the steps of designing and implementing a short research essay.

Learning Aims and Objectives

At the completion of the course students are expected to:

- be familiar with important theoretical works on the relation between the media and cultural production
- have a competent understanding of critical and theoretical methodologies as they apply to the study of cultural production
- have a competent ability to read, understand, summarise and characterize a variety of scholarly texts
- have a competent understanding of how to formulate research questions drawing from critical and theoretical perspectives and different methodological approaches

Coordination and Teaching

Coordinator and lecturer

- Dr Thierry Jutel: 42-44 Kelburn Parade, Room 109
Office hours: Monday 1-2 and Tuesday 1-2 and by appointment
Phone: 463-9737 thierry.jutel@vuw.ac.nz

Tutors

- Thierry Jutel
- Matt McGregor

Lecture Meeting Times and location

- Monday 2:10-4:00 EALT006

Tutorials

- Tuesday 1:10-2:00 MY 403
- Tuesday 2:10-3:00 MY 403
- Wednesday 10:00-10:50 MY 403
- Wednesday 11:00-11:50 MY 403

Tutorials begin on WEEK 2. Please register for tutorials via S-Cubed. Tutorials will be limited to 15 persons. Read instructions carefully when signing up for tutorials on Blackboard.

Blackboard

Information relevant to this course including assessment, lecture notes, reading material, supplementary readings and resources will be available on Blackboard and updated regularly.

Announcements will also be posted. Lecture notes are only indicative of the content of the lectures and available only to complement attendance to lectures.

Readings

Most but not all readings are available online through Blackboard or are listed in the programme below. In some cases students will have to consult books on closed reserve and therefore read or copy the material well in advance of the class meeting. Students will need to log in to the VUW system with their student account to access some of the articles through the web links listed.

Tutorials

Tutorials will be organized around specific readings. In preparation for tutorials students MUST read the assigned texts. Attendance to tutorials is essential to complete the course successfully since you will get a chance to develop your understanding of the topic, ask questions, and receive information about assignments.

Workload

According to University policy students are expected to spend an average of 18 hours a week on this course which means a total of 216 hours. An indicative breakdown of these hours:

1. Class attendance (11 lectures):	22 hours
2. Tutorial attendance (10 tutorials):	10 hours
3. Reading (assigned and recommended readings):	110 hours
4. Preparation and writing of summary (assign 1):	10 hours
5. Preparation of research proposal (assign 2):	14 hours
6. Research essay including research and writing (assign 3):	50 hours

Assessment: 100% Internal assessment

1. One short summary of 1200 words (30%). You will be required to contribute one summary of assigned or suggested readings. This will require you to write concisely and precisely. This response can be formulated in the form of:

- A summary of one of the assigned or recommended readings. This means stating clearly what the thesis of the essay is, how the argument is constructed and its main points, the nature and significance of the examples, and the implications of that theoretical framework.
- A comparison between two texts, especially between one of the assigned readings and one of the recommended texts. The comparison will highlight the similarities and differences and the implications of those.
- A summary of another essay either drawn from the references provided in class, in bibliography or through your research. In this case it's best to check with your lecturer beforehand.

All summaries are due no later than **Thursday 10 April, 2pm.**

2. Research proposal 600-800 words (10%). In the research proposal you will provide:

- A description of your research question
- An clear identification of your object of study and the purpose of the study
- A discussion of the key terms and key texts you will use to frame your discussion
- An indicative paragraph structure

Research proposals are due no later than **Thursday 8 May, 2pm.**

3. Research essay, 3000 words (60%). All research essays are due **Monday 9 June, 2pm**

Students must submit ALL pieces of assessment in order to pass the course.

Extensions and Late Essays

Extensions should be requested only in exceptional and unforeseen circumstances. If you require an extension, write an e-mail to the course coordinator (Dr. Thierry Jutel) as soon as possible, explain what your unforeseen and exceptional circumstances are, provide relevant documentation where appropriate (eg. a doctor's certificate, a note from a counselor, etc.), and specify how much of an extension you require. The coordinator will consider the request and give you a written response.

Penalties for late assignments

The following penalties for late assignments will be applied:

- The first day of lateness will incur a 10-points deduction on the assignment
- Additional days will incur a 2-points deduction

Required Readings

Schirato, Tony and Jen Webb (2003). *Understanding Globalization*. London, Thousand Oaks, New Delhi: Sage

Other reading assignments will be available through closed reserve, electronic reserve or on Blackboard.

Bibliography of work on closed reserve

- Appadurai, Arjun (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: Minnesota University Press
- Bourdieu, Pierre (1993). *The Field of Cultural Production*. Cambridge: Polity Press
- ____ (1998). *On Television*. New York: New Press
- Crane, Diane, Nobuko Kawashima and Ken'ichi Kawasaki (eds.) (2002). *Global Culture: Media, Arts, Policy, and Globalization*. London: Routledge
- Curran, James (2002). *Media and Power*. London: Routledge
- Du Gay, Paul (1997). *Production of Culture/Culture of Production*. London, Thousand Oaks, New Delhi: Sage. ON ORDER
- Du Gay, Paul and Michael Pryke (2002). *Cultural Economy: Cultural Analysis and Commercial Life*. London, Thousand Oaks, New Delhi: Sage
- Durham, Meenakshi Gigi and Douglas Kellner, eds (2006). *Media and Cultural Studies: Keywords*. Oxford: Blackwell
- Hesmondhalgh, David (2002). *The Cultural Industries*. London, Thousand Oaks, New Delhi: Sage
- Lewis, Justin and Toby Miller (eds.) (2003). *Critical cultural Policy Studies*.
- Louw, Eric (2001). *The Media and Cultural Production*. London, Thousand Oaks, New Delhi: Sage
- Miller, Toby, Nitin Govil, John McMurria, Richard Maxwell (2005). *Global Hollywood*. 2nd edition. London: BFI
- Negri, Toni and Michael Hardt (2000). *Empire*. Cambridge, Mass.: Harvard University Press
- Schirato, Tony and Jen Webb (2003). *Understanding Globalization*. London, Thousand Oaks, New Delhi: Sage
- Throsby, David (2005). *Economics and Culture*. Cambridge: Cambridge University Press

MDIA 301 Programme
(Suggested additional readings will be listed on Blackboard)

Dates	Topics	Tutorials	Readings
Week 1 25-02	What is cultural production?	No tutorial	Negus, Keith (1997). 'The Production of Culture'. In Paul du Gay, ed. <i>Production of Culture/Culture of Production</i> . 67-104 (On electronic reserve)
Week 2 3-03	Cultural industries	Tutorial 1	Hesmondhalgh, David (2002). 'Assessing the Cultural Industries'. <i>The Cultural Industries</i> . London, Thousand Oaks, New Dehli: Sage. 49-80 (On electronic reserve) Bourdieu, Pierre (1998). 'The Essence of Neoliberalism'. <i>Le Monde Diplomatique</i> December. http://mondediplo.com/1998/12/08bourdieu (Accessed 23-02-2007)
Week 3 10-03	Cultural production and ownership	Tutorial 2	Hesmondhalgh, David (2002). 'Ownership, Organisation and Cultural Work'. <i>The Cultural Industries</i> . London, Thousand Oaks, New Dehli: Sage. 134-172 (On closed reserve)
Week 4 17-03	Media, global capitalism and the postmodern	Tutorial 3	Schirato and Webb. 'The Idea of Globalization', 'History and Ideology'. 1-45; 'Global Capitalism'. 73-103 Jameson, Fredric (1991). 'Postmodernism, or the Cultural Logic of Late Capitalism' http://homepage.newschool.edu/~quigley/vcs/jameson/jameson.html
Week 5 24-03	Easter no class	No tutorial	
Week 6 31-03	Globalisation	Tutorial 4	Schirato and Webb. 'The Global Subject of culture'. 131-160 Mattelard, Armand (2002) 'An Archaeology of the Global Era: Constructing a Belief' <i>Media, Culture & Society</i> 24.5: 591-612. Available on Helicon
Week 7 7-04	Globalisation, post-colonialism and mediascapes	Tutorial 5	Appadurai, Arjun (2006). 'Disjuncture and Difference in the Global Cultural Economy'. <i>Media and Cultural Studies: Keywords</i> . Eds. Meenakshi Gigi Durham and Douglas Kellner. Oxford: Blackwell. 584-603 (On electronic reserve)
Mid-semester break			

Week 8 28-04	Media industries and globalisation	Tutorial 6	<p>Flew, Terry and Stephen McElhinney (2001) 'Globalisation and the Structure of New Media Industries'. <i>The Handbook of New Media: Social Shaping and Consequences of ICTs</i>. Eds. Leah A. Lievrouw and Sonia M. Livingstone. London: Sage. Also available at http://creativeindustries.gut.edu.au/research/documents/Handbook%20of%20New%20Media%20chapter.pdf</p> <p>Sinclair, John (2004) 'Globalization, Supranational Institutions, and Media' <i>The Sage handbook of Media Studies</i>. Ed. John Downing. London: Sage. 65-82. Also available at www.sagepub.co.uk/mcquail5/downloads/Handbookchaps/ch3%20Downing%20HB.pdf</p>
Week 9 5-05	Cultural/ Creative industries Dr Deborah Jones	Tutorial 7	<p>McRobbie, A. (2002). 'From Holloway to Hollywood: Happiness at work in the new cultural economy?' In P. Du Gay, and M. Pryke (eds.). <i>Cultural Economy</i>. London, Thousand Oaks, New Delhi: Sage. 97-114 (On electronic reserve)</p> <p>Galloway, Susan and Stewart Dunlop (2007) 'A Critique of Definitions of the Cultural and Creative Industries in Public Policy' <i>International Journal of Cultural Policy</i> 13.1: 17-31. Available on Helicon</p>
Week 10 12-05	Cultural/Creative/Media Industries and Labour	Tutorial 8	<p>McRobbie, A. (2002) 'Clubs to Companies: Notes on The Decline of Political culture in Speeded Up Creative Worlds' <i>Cultural Studies</i> 16.4: 516-531. Available on Helicon</p> <p>Terranova, Tiziana (2000) 'Free Labor: Producing Culture for the Digital Economy' <i>Social Text</i> (Summer) 18: 33 - 58. Available on Helicon</p>
Week 11 19-05	Global media and cultural flows	Tutorial 9	<p>Srinivas, Lakshmi (2005) 'Communicating Globalization in Bombay cinema: Everyday Life, Imagination and the Persistence of the Local' <i>Comparative American Studies</i> 3.3: 319-344. Available on Helicon</p>
Week 12 26-05	Wrap-up and Conclusions	Tutorial 10	TBA

Assessment Criteria

A+ (85-100%)

Excellent work showing sophisticated and independent thought. Superior analysis, comprehensive research, good theoretical or methodological understanding and impeccable presentation.

A (80- 84%)

Work is distinguished by its clarity of thought and argument. Question is answered skillfully, is meticulously structured and the argument is convincing. Demonstrates sophisticated

comprehension of the topic, a familiarity with scholarship & research in the area, and a clear understanding of related theoretical issues. A high standard of critical analysis. Presentation and organization are excellent with correct use of citation conventions when required.

A- (75- 79%)

Work of a high standard: ideas could be of 'A' quality material but the overall effect was undermined by limitation or inconsistency in one area. It could also be 'A' material that was flawed by the quality or consistency of its technical presentation, research support, or theoretical understandings. Demonstrates independent thought, good writing skills, effective selection/structuring of material, and a general clarity and sense of purpose.

B+ (70% - 74%)

Work which exhibits a good standard of research and of writing. Contains some perceptive analysis, and effective research, preparation and planning. This work may demonstrate insight and perception but this standard is not maintained through the whole work. The argument, technical quality, and other elements may be inconsistent in quality. May require greater integration of theoretical or empirical analysis. Demonstrates some independence of thought.

B (65% - 69%)

Consistently good work and still above average. May demonstrate strong analysis, theoretical reading or contextual knowledge, but without integrating these elements into a balanced argument. May be well researched and documented but in the 'B' range there could well be a deficiency in some aspect of research or understanding. May have problems with technical presentation, structure, argument and/or research.

B- (60% - 64%)

Good work but may not be consistent and thus falls short of 'B' quality in one or more respects. In this grade area the work will have exceeded the standard expected for passes at this level. Question is satisfactorily answered and has been appropriately informed by research, but there is less attention to the detail and complexity of issues. There may be problems with the essay structure, the writing style, the selection of material or the argument. There may also be problems with presentation, expression, and grammar.

C+ (55% - 59%)

The essay is limited in achievement due to an overall incapacity for independent research or thought – hence it will tend to demonstrate a reliance on lecture material. Work in the C range will have paid insufficient attention to critical sources and not be widely researched. Work in this category may have deficiencies in structure and organization, the quality of argument, and/or the writing style.

C (50% - 54%)

Satisfactory completion of set tasks only. Basic engagement with the subject matter, and lacking in critical analysis or a considered conceptual approach. May be poorly planned and constructed, with serious problems of clarity and expression. May not have used or have acknowledged an appropriate range of sources. May be purely descriptive. There may be some significant problems with writing, research or organization.

D (40% - 49%)

Misses the point of the exercise or has failed to respond adequately to it. The work is deficient in important respects to the extent that it cannot be regarded satisfactory at this level. A 'D' grade essay may contain some elements of attaining a pass grade.

E (0% - 39%)

This category implies that the essay is well below the achievement minimum (in a range of respects) for work at this level. A E essay will demonstrate not one, but several of the 'D' essay's deficiencies - it may be well short of the prescribed length, badly written, poorly conceived, ill structured, hastily prepared, full of technical or other inaccuracies, and/or lacking in even a basic understanding of the concepts.

Note the old Q grade has been replaced by K, D, E & F, depending on percentage gained in a course. Please refer to the 2006 Calendar, Assessment Statute, s.4.3(b), p.83:

(b) A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070; email: disability@vuw.ac.nz

Dr Joost de Bruin (Joost.deBruin@vuw.ac.nz; 463 5091) is the Disability Liaison Person for Media Studies.