LEIS 2210 Leisure, Society and Contemporary Culture

Course Outline

Course Co-ordinator: Ms Patti Johnson
Room: GP3
Ph: to be advised
E-mail: to be advised
Consultation hours: Tuesday 1-3 pm (please make an appointment via e-mail)
Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods
- Lecture
- Integrated Learning
- Tutorial

Brief Course Description

This course takes a sociological approach to contemporary culture as well as drawing on the interdisciplinary field of cultural studies. Building on the introductory theoretical knowledge acquired in first year, this course is designed to develop in students a more detailed critical understanding of the relationship between society, popular culture, leisure and tourism. Emphasis in this course will be placed on student presentations, independent research, and tutorial discussions based on readings and in-depth analysis of various popular cultural forms.

Assumed Knowledge
- LEIS1110 or CULT1050 or SOCA1010

Contact Hours
- Lecture for 1 Hour per Week for the Full Semester
- Tutorial for 1 Hour per Week for the Full Semester

Callaghan Campus Timetable

LEIS2210 Leisure, Society and Contemporary Culture
Enquires: School of Humanities and Social Science
Semester 1 - 2006
Lecture
Tuesday 9:00 – 10:00 [GP2-1]
Tutorial
Tuesday 10:00 – 11:00 [GP3-18]
or
Tuesday 11:00 – 12:00 [GP3-18]

Course Outline issued and correct Week 1, Semester 1, 2006
CTS Download Date: 14 February 2006
Learning Materials
Details of prescribed weekly readings and related weekly tutorial exercises will be posted on Blackboard in the week before the relevant lecture and tutorial. Students are to complete the readings and exercises prior to the tutorial. Additional readings are available in the Auchmuty Library Short Loans Collection. Students are expected to assume responsibility for reading more widely in this course by accessing relevant material from the University library including books and journal articles, as well as other locations such as the world wide web, newspapers, popular magazines and television programs.

Course Objectives
On successful completion of this course, students will:
1. Demonstrate a critical understanding of the relationship between leisure, tourism, popular culture and Australian society;
2. Develop a knowledge of popular culture forms;
3. Critically interpret dominant myths and messages about social identity contained in a variety of popular cultural forms;
4. Critically engage with and assess contrasting theoretical viewpoints on the role of popular culture in society;
5. Introduce students to the basic principles of learner-centred learning.

Course Content
This course will provide a broad understanding of the sociology of culture and cultural studies. It will consider complex issues of ideology, power and control through an exploration of specific popular culture forms.
This course will cover the following broad areas:
1. Introduction to popular culture.
2. Theories, texts and contexts.
3. Hidden messages/ reading cultural texts.
4. Tourism semiotics and the gaze.
5. Tourism and authenticity.
6. Cultural tourism.
8. The Culture of fandom.
9. Reading Mills and Boon.
11. Sport and the Australian dream.
12. Gender, sport and the media.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Class</td>
<td>(20%)</td>
<td>This examination will require students to demonstrate an understanding of the key issues and concepts examined in the course.</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>(35%)</td>
<td>This essay will require students to demonstrate their understanding of relevant theoretical perspectives and their ability to apply the chosen theory(ies) to a particular popular cultural form.</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>(10%)</td>
<td>This component will take account of the student’s ongoing contribution to tutorial discussions. It will assess their ability to raise questions and to engage with the courses subject matter.</td>
</tr>
<tr>
<td>Tutorial Portfolio</td>
<td>(35%)</td>
<td>This item will require students to keep a portfolio of all the tutorial work undertaken in the course, including weekly tutorial exercises, readings, and other relevant material. It will assess their ability to work independently, engagement with the subject matter, ability to reflect on issues raised each week and to make links between theory and practice.</td>
</tr>
</tbody>
</table>

Teaching Methods
The subject involves one-hour lectures and one-hour tutorial per week. Emphasis in the subject will be placed on student-led research and tutorial discussions based on readings,
tutorial exercises and case studies of various popular cultural forms. Blackboard will provide the main vehicle for posting course related announcements and will also be used to direct students to resources relevant to this course. Each student is responsible for checking Blackboard on a regular basis.

**Blackboard/Studentmail**

To log in to Blackboard go to: [http://blackboard.newcastle.edu.au/](http://blackboard.newcastle.edu.au/) and then click on Login. You will be prompted for your user name and password that you were assigned as an enrolled student at this university. You should be able to follow the prompts given that will take you to the site for this course.

You are advised to keep your e-mail accounts within the quota to ensure you receive essential messages. To receive an expedited response to your queries, ask your question on the Blackboard forum if there is one, use the course code in the subject line of your e-mail, and visit during published office hours.

**In-class Examination (20%)**

This exam will take place during the lecture in Week 7 (4 April). The 45 minute exam will comprise of short answer questions on material covered in the first half of the course (Weeks 1-6). The exam will require students to demonstrate an understanding of the key issues and theoretical concepts examined in the course.

**Major Essay (35%)**

This essay will require students to demonstrate their understanding of relevant theoretical perspectives and their ability to apply the chosen theory(ies) to a particular popular cultural form.

- **Length:** 2000 words
- **Due Date:** 4.00 pm, Tuesday 16th May
- **Topic:** Drawing on relevant theoretical perspectives and with reference to a particular leisure practice and/or (sub)culture, critically discuss why and how popular culture is considered an arena of political struggle.

**Essays will be assessed according to the following criteria:**

- Knowledge of the topic
- Theoretical and conceptual understanding
- Analysis of subject matter
- Original Thought
- Critical Evaluation
- Adequacy of Research
- Structure and Presentation

**Tutorial Portfolio (35%)**

Students are required to keep a portfolio of all the tutorial work undertaken in the course. This includes all weekly tutorial exercises as well as brief summaries of weekly readings. Other relevant materials including additional readings, media articles, short reviews of television programs and/or films etc can also be included in the portfolio.

The required readings and tutorial exercises will be posted weekly on Blackboard.

The aim of the portfolio is to assess student ability to work independently, to engage with the subject matter, to reflect on issues raised each week and to make links between theory and practice.
The purpose of the reading summaries is not to just merely summarise the readings, but to engage critically with the material. In your own words, make a summary of the required reading, (in no more than 250 words), that considers:

- The objectives of the author/s.
- The theoretical perspective used by the author/s.
- The methodology employed.
- The main points raised by the authors.
- The main arguments developed by the authors.

In assessing the portfolio, I will be looking for:

- Evidence that you have kept a weekly record of the work associated with the subject.
- Demonstrated ability to collect relevant material and that you can engage with this material in a critical way.
- Ability to move beyond just collecting, describing and summarising to a more theoretically informed analytical mode of operation.
- Evidence of independent thought, intellectual creativity, and enthusiasm.

Tutorial Participation (10%)
This component will take account of the student’s ongoing contribution tutorial discussions. It will assess their ability to contribute effectively to class discussion, participate in class activities and engagement with the subject matter.

Written Assignment Presentation and Submission Details

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Turnitin is now integrated into Blackboard. All students will have the opportunity to check their referencing of all appropriate assignments in Turnitin.

The class ID for this course is ________ and the password is ________.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)

- **Assignments are to be deposited in the relevant discipline assignment box:**
  - School of Humanities and Social Sciences, MC127, McMullin Building.
**Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

**Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Late Assignment Penalties**

Students are required to submit assessment items by 4.00pm on the due date. To avoid loss of marks an Application for an Extension of Time must be submitted by the due date and the application approved by the Course Coordinator. Otherwise, assessment items submitted after the due date will be subject to a penalty of 10% per day of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Referencing and Citation Style**

In this course it is recommended that you use the APA (American Psychological Association) system for documenting sources. APA recommends in-text citations that refer readers to a list of references.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source. The reference list is alphabetised by authors’ last names (or by titles of works without authors).

For further information and online tutorials for in-text referencing and constructing reference lists, please visit the Infoskills website:


**Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Infoskills:
## LECTURE AND TUTORIAL PROGRAM

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial:</th>
<th>Readings and Tutorial Exercises:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>21 February</td>
<td><strong>Lecture:</strong> Introduction: Contemporary Culture and Society</td>
<td><strong>Tutorial:</strong> Clarification of Course and Assessment</td>
<td>See Blackboard</td>
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<td>2</td>
<td>28 February</td>
<td><strong>Lecture:</strong> Defining Popular Culture: Theories, Texts and Contexts</td>
<td><strong>Tutorial:</strong> Understanding Contemporary Culture</td>
<td>See Blackboard</td>
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<td>3</td>
<td>7 March</td>
<td><strong>Lecture:</strong> Studying Popular Culture: Reading Cultural Texts</td>
<td><strong>Tutorial:</strong> Applying Textual Analysis to Popular Cultural Forms</td>
<td>See Blackboard</td>
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<td>4</td>
<td>14 March</td>
<td><strong>Lecture:</strong> Consuming Cultures: Representation and Commodification</td>
<td><strong>Tutorial:</strong> Gender Representations in Popular Music</td>
<td>See Blackboard</td>
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<td>5</td>
<td>21 March</td>
<td><strong>Lecture:</strong> Travelling Cultures: Tourism, Semiotics and The Gaze</td>
<td><strong>Tutorial:</strong> Analysis of Travel and Tourism Media</td>
<td>See Blackboard</td>
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<td>6</td>
<td>28 March</td>
<td><strong>Lecture:</strong> Touring Cultures: Authenticity and Identity</td>
<td><strong>Tutorial:</strong> Representing the ‘Other’ in Travel and Tourism Media</td>
<td>See Blackboard</td>
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<td>7</td>
<td>4 April</td>
<td><strong>Lecture:</strong> IN-CLASS EXAM</td>
<td><strong>Tutorial:</strong> Essay Workshop</td>
<td>See Blackboard</td>
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<tr>
<td>8</td>
<td>11 April</td>
<td><strong>Lecture:</strong> Roles of Risk in Popular Culture Forms</td>
<td><strong>Tutorial:</strong> Identity and Alternative Leisure Practices</td>
<td>See Blackboard</td>
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### MID SEMESTER BREAK: Friday 14 April - Friday 28 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture:</th>
<th>Tutorial:</th>
<th>Readings and Tutorial Exercises:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2 May</td>
<td>Youth Cultures: Leisure and Identity</td>
<td>Cultural Politics and Popular Culture</td>
<td>See Blackboard</td>
</tr>
<tr>
<td>10</td>
<td>9 May</td>
<td>Everyday Cultures: Eating and Drinking</td>
<td>Cultural Capital and Popular Culture</td>
<td>See Blackboard</td>
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<tr>
<td>11</td>
<td>16 May</td>
<td>MAJOR ESSAY DUE</td>
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<td>Imaging Australia: Culture and National Identity</td>
<td>National Icons in Popular Culture</td>
<td>See Blackboard</td>
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<tr>
<td>12</td>
<td>23 May</td>
<td>Selling Australia: The Tourism Image and Australian Culture</td>
<td>Tourism and Cultural Policy</td>
<td>See Blackboard</td>
</tr>
<tr>
<td>13</td>
<td>30 May</td>
<td>Being Australian: Narratives and Images of Australianness</td>
<td>Leisure, Tourism and Australianness</td>
<td>See Blackboard</td>
</tr>
<tr>
<td>14</td>
<td>6 June</td>
<td>TUTORIAL PORTFOLIO DUE</td>
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<td>Course Review</td>
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<td>Course Evaluation</td>
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#### Queens Birthday Public Holiday: Monday 12 June

#### Examination Period: Tuesday 13 June - Friday 30 June

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**Student Representatives**

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</tbody>
</table>
# Leisure, Society and Contemporary Culture  
**LEIS 2210**

## ESSAY EVALUATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE</th>
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<tbody>
<tr>
<td>Knowledge of Topic</td>
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<tr>
<td>Theoretical/conceptual understanding</td>
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<tr>
<td>Analysis of subject matter</td>
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<td>Original thought &amp; critical evaluation</td>
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<tr>
<td>Adequacy of research/reading</td>
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<tr>
<td>Structure of essay</td>
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<tr>
<td>Presentation of essay</td>
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</table>

### Mark: ________  (out of 35)

### Comments: