



Module Title:

Media and Cultural Theory

<i>Academic Yr</i> 11-12	<i>Level</i> Level 7	<i>Programmes on which offered</i> MA Creative Technology
<i>Credits</i> 15 Credits	<i>Duration</i> 12 weeks	

Staff

<i>Module Co-ordinator</i>	<i>Teaching Staff</i>	<i>Support Staff</i>
Mathias Fuchs	Mathias Fuchs	Chris Warwick

Verification (external verification requires confirmation in writing [email OK] – please indicate who holds this)

<i>Verifier</i>	<i>Name</i>	<i>Confirmation held by</i>	<i>Date</i>
Internal 1	Mathias Fuchs		21/09/11
Internal 2	Prof. Paul Sermon		21/09/11
External	Prof. Martin Rieser		

Module Details

Rationale (from MS1):

The aims of the module are

- to introduce into key texts of the sociology and philosophy of new media;
- to enable students to investigate, categorize and value types of new media;
- to allow students to critically analyse new media and computer games in a cultural context;
- to encourage students to develop innovative ideas for future new media;
- to provide the students with an opportunity to undertake an extended piece of research in direct relation to their area of interest in the field;
- to enable students to avoid cliché and stereotypes or use them consciously and creatively;
- to enable students to develop an individual viewpoint, a politically conscious concept and intellectual and artistic skills to implement questions in regard to gender, ethnicity, age, and other socially relevant issues, and judge the ethical implications of their own work in terms of gender-related, ethnic, and political aspects..

Module Learning outcomes (from MS1)

On completion of the module students should be able to:

- demonstrate critical understanding of a key philosophical or sociological text on new media;
- demonstrate an ability to present a critical analysis of existing media technologies;
- consider new media as a cultural entity, object of museum curation, and repository of psychological archetypes.
- demonstrate the ability to outline an innovative new media concept and produce a design document;
- evidence structured methods in media design;
- evidence independent creative working methods.

Transferable/Key Skills and other attributes (as indicated on MS1):

Communication	Working with others
Managing own learning	Information Technology
Problem Solving	

Risk Assessment:

<i>Date completed</i>	<i>Completed by</i>	<i>Special Instructions</i>
-----------------------	---------------------	-----------------------------

Module Assessment Criteria (*select as appropriate*)

- | | |
|--------------------------|--|
| 1) Creativity | 6) Knowledge and understanding of subject matter |
| 2) Visual communication | 7) Team Working |
| 3) Written communication | 8) Critical judgement and analytical ability |
| 4) Oral communication | 9) Enquiry and use of sources |
| 5) Technical skills | |

Teaching Details**Module Programme** (*content, dates, activities, Interim deadlines, lecture programme, reviews etc.*):

Wed 19 Oct (14.00 to 17.00 Media City 3.18) Introduction to Course / Hand-out of texts to be read

Wed 19 Oct (17.00 to 20.00 Media City 3.18) Critical Theory I: Mathias Fuchs on Walter Benjamin, Theodor W. Adorno and the Frankfurt School

Wed 26 Oct (14.00 to 17.00 Media City 3.18) Programme team session TBC

Wed 9 Nov (14.00 to 17.00 Media City 3.18) Critical Theory II: Mathias Fuchs on Lev Manovitch

Wed 9 Nov (17.00 to 20.00 Media City 3.18) Critical Theory III: Mathias Fuchs on ANT

Wed 23 Nov (14.00 to 17.00 Media City 3.18) Critical Theory IV: Mathias Fuchs on Marshall McLuhan

Wed 23 Nov (17.00 to 20.00 Media City 3.18) Critical Theory V: Mathias Fuchs on Game Culture

Wed 7 Dec (14.00 to 17.00 Media City 3.18) Skills session and workplan.

Wed 7 Dec (17.00 to 20.00 Media City 3.18) Presentation of extended abstracts, critical feedback and tutorials

Wed 11 Jan (14.00 to 17.00 Media City 3.18) Presentations and Assessment

Assignment Details (*project outline, essay questions etc.*)

The content of this module will be delivered in five stages:

- preliminary discussion;
- research and development;
- preparation and delivery of the module essay;
- presentation and discussion of a project prototype proposal;
- presentation of the project.

A 3000 words essay on a topic agreed upon by tutor and student has to be handed in (70%).

The students will work on aspects of a project that will be presented at Transmediale festival in Berlin in 2011. The contribution to this project (30%) will be assessed in regard to its creativity, background research, and cooperative practice in the development of the project.

Assessable Work

<i>Deliverable</i>	<i>Weight</i>	<i>Deadline</i>	<i>Hand in Location</i>	<i>Specific Assess Crit</i>
--------------------	---------------	-----------------	-------------------------	-----------------------------

Essay/ Critical Analysis	70%	11/01/12	Turnitin/MC 3.18	
--------------------------	-----	----------	------------------	--

Feedback available

Date: 25/01/12

Method: e.g. Blackboard, tutorials FB1

Practical Project	30%	11/101/12	Turnitin/MC 3.18
<i>Feedback available</i>	<i>Date:25/01/12</i>	<i>Method: e.g. Blackboard, tutorials FB1</i>	
	%		
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials</i>	
	%		
<i>Feedback available</i>	<i>Date:</i>	<i>Method: e.g. Blackboard, tutorials</i>	
Indicative texts and/or other learning materials/resources (please use Harvard system):			
Course material (core texts) can be found on:			
http://creativegames.org.uk/MSc_CreativeGames/modules/Media_and_Cultural_Theory/			
Recommended Reading beyond the core texts includes:			
Baudrillard, J (1988) Selected Writings, London: Polity Press			
Bell, D & Kennedy, B (2000) The Cybercultures Reader, London: Routledge			
Benjamin, W (1973) The work of art in the age of mechanical reproduction. in Illuminations, London: Fontana			
Boorstin, D (1992) The Image: A Guide to Pseudo-Events in America, New York: Vintage			
Cassell, Justine and Henry Jenkins (Eds) (1999) From Barbie to Mortal Kombat: Gender and Computer Games			
Crosby, A (1997) The Measure of Reality, Cambridge: CUP			
Hill, S (1988) The Tragedy of Technology, London: Pluto			
King, Geoff and Tanya Krzywinska (Eds) (2002) ScreenPlay: Cinema/videogames/interfaces. Wallflower Press			
King, Lucien (2002) Game On: Universe Books			
McLuhan, M & Fiore, Q (1967) The Medium is the Message, Harmondsworth: Penguin			
Marcuse, H (1964) One Dimensional Man, Boston: Beacon Press			
Mumford, L (1934) Technics and Civilisation, New York: Harcourt, Brace and Co			
Murphy, A & Potts, J (2003) Culture and Technology, London: Palgrave			
Poole, St (2000) Trigger Happy			
Postman, N (1985) Amusing Ourselves to Death: Public Discourse in the Age of Show Business, London: Methuen			
Postman, N (1993) Technopoloy; The surrender of culture to technology, New York: Alfred A Knot			
Sontag, S (1977) On Photography, Harmondsworth, Penguin			
Stevenson, N (2002) Understanding Media Cultures, London: Sage			
Williams, J P, Hendricks, S Q, Winkler W K (2005) Gaming Cultures Reader, Georgia University Press			

ACADEMIC GOOD CONDUCT

The University makes awards to students that properly reflect your achievement. Unless instructed otherwise, you are expected to work on your own and to ensure that material you submit for assessment does not contain the work of others, except for properly referenced sources where appropriate. The University takes a very serious view of any attempt to gain unfair advantage from the work of others. The use of unfair means in any assessment is likely to result in severe penalties. Gaining unfair advantage can take many forms such as:

a) Plagiarism

Plagiarism involves taking the work of another person or source and using it as if it were your own, for example written work, ideas, musical compositions, computer programs, laboratory or survey results, diagrams, graphs, drawings and designs.

b) Collusion

Collusion involves working with others on tasks that should be carried out on an individual basis. Collusion should not be confused with collaborative work which is sometimes used as a means of learning. It will be clearly stated when collaborative work is permitted in an assessment. Unless advised otherwise, any work which you submit for assessment must be produced by you on an individual basis.

c) Falsifying experimental or other investigative results

This could involve a range of things that make it appear that information has been collected by scientific investigation, the compilation of questionnaire results, etc. whereas in reality it has been made up or altered to provide a more favourable result.

d) Taking unauthorised material (including electronic devices) into an examination

This involves deliberately taking in materials or electronic device of any sort, not specifically permitted, that could be used to gain advantage, whether you use it or not.

e) Contracting another to write a piece of assessed work

This involves any means whereby a person does work on behalf of another. It includes assessments done for someone else in full or in part by a fellow student, a friend or family member. It includes sitting an examination for someone else. It also covers obtaining material from Internet 'cheat sites' or other sources of work. Penalties for this type of unfair means are likely to apply both to a student who does work on behalf of another and one who has work done for him/her.

Particular care should be taken with regard to poor referencing. If you use work which has been produced by other people within an assignment you will need to ensure that you acknowledge or reference the source of the work. Marks may be deducted for poor referencing. If poor referencing is extensive throughout a piece of work it could appear that you are trying to claim credit for the work and you may be deemed to have committed plagiarism.

For further details on the University's policy of Academic Good Conduct, please refer to www.academic.salford.ac.uk/aqa/sections/28_conduct_assessed_work.pdf

Completed PA2 forms should be uploaded to the module area on Blackboard for distribution to students – for help contact the School Office