

SOCA3230: Identity and Culture

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course provides an introduction to the sociological and anthropological study of identities and cultures. It examines key issues in identity, including gender, sexuality, ethnicity, and social class, and discusses how these are experienced and contested in societies like Australia. It also shows how political struggles such as feminist and post-colonial movements have impacted on identity. At the end of the course students will have a broad critical understanding of social scientific theories of identity and the role of identity politics in everyday life.

Assumed Knowledge Contact Hours

40 units of study at 1000 level.

Online Seminar

Online
2 hour(s) per Week for 12 Weeks

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator **Online**
Mrs Emma Clifton
Emma.Clifton1@newcastle.edu.au
Consultation: Online by appointment only

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Humanities Creative Industries and Social Sciences**
Social Sciences Building
Callaghan
HCISS@newcastle.edu.au
+61 4985 4500

SYLLABUS

Course Content Course topics include:

- Theories of identity
- Identity in face to face interaction
- Class, inequality and identity
- Gender, sexuality and the body
- Race, post-colonialism and identity
- Youth subcultures and scenes
- Nationalism, multiculturalism and identity
- Mediated and social identities

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Investigate a range of social scientific approaches to identities and cultures in contemporary Australia.
2. Assess and apply relevant theoretical perspectives for understanding contemporary social and political debates about identity.
3. Apply social scientific theory to a case study identifying shifts in contemporary identities.
4. Employ advanced skills in written academic expression and essay-writing.

Course Materials

All course materials are accessible through FutureLearn (via Canvas)

Module/Course (on FutureLearn)	Week	Topics/Week Title	Texts/Readings
Module 1: Introduction, foundations and legacy concepts	1	Introduction and foundations	No readings
	2	The Self as a Symbolic Project	Elliott, Anthony (2020) 'Chapter 1: Self, society and everyday life', in <i>Concepts</i>

			<p><i>of the Self</i> (4th ed), Polity: Cambridge</p> <p>Goffman, E. (1971). 'Introduction' from: <i>The Presentation of the Self in Everyday Life</i>, Penguin: Harmondsworth.</p>
	3	Psychoanalysis – the tragedy of identity	Elliott, Anthony (2020) 'Chapter 2: The Repression of the Self', in <i>Concepts of the Self</i> (4th ed), Polity: Cambridge.
Module 2: Gender, the body and social class	4	Gender, sexuality and identity	Budgeon, S. (2014). "The Dynamics of Gender Hegemony: Femininities, Masculinities and Social Change". <i>Sociology</i> , 48(2): 317-334.
	5	The embodied self	Turner, B. 2006. <i>Body. Theory, Culture and Society</i> , 32, 2-3, 223-229. Coffey, J. 2015. 'As long as I'm fit and a healthy weight, I don't feel bad': Exploring body work and health through the concept of 'affect'. <i>Journal of Sociology</i> , 51, 3, 613-627.
	6	Class Inequality and Identity	Reay, D. (2005). "Beyond Consciousness? The Psychic Landscape of Social Class." <i>Sociology</i> 39(5): 911-928
Module 3: Racialisation, globalisation, and nationalism	7	Racialisation and ethnicity	Stratton, J. Borderline Anxieties: what whitening the Irish has to do with keeping out Asylum seekers. P 222-238 In Aileen Moreton-Robinson (ed). <i>Whitening Race</i> Canberra: Aboriginal Studies Press.

		8	Globalisation and Individualisation	Elliott, Anthony (2020) 'Chapter 7: The Individualised Self: From Reinvention to Mobile Lives', in <i>Concepts of the Self</i> (4th ed), Polity: Cambridge.
		9	Nationalism and Australian-ness	Edensor, T. (2002) 'Performing national identity', in <i>National Identity, Popular Culture and Everyday Life</i> , Berg: Oxford. [Chap. 3]
	Module 4: Consumption, youth cultures and postmodernity	10	Consumption	Featherstone, M. (1990). Perspectives on Consumer Culture. <i>Sociology</i> , 41, 1, 5-22.
		11	Youth Cultures	Blatterer, H. 2010. The Changing Semantics of Youth and Adulthood. <i>Current Sociology</i> , 4, 63.
		12	Postmodernity	Bauman, Zygmunt (2000) "Tourists and Vagabonds: Or, Living in Postmodern Times", in <i>Identity and Social Change</i> , Joseph Davis (ed), Transaction Publishers: New Brunswick USA.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay (30%)	01/09/2023	Individual	30%	1, 2, 3, 4
2	Podcast (30%)	03/11/2023	Individual	30%	1, 2, 3
3	4 x online quizzes (40%)	11/08/2023 01/09/2023 22/09/2023 27/10/2023	Individual	40%	1, 2

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Essay (30%)

Assessment Type Essay

Purpose Description	<p>This essay assesses ideas covered in modules one and two of the course.</p> <p>Instructions: Choose only ONE of the following topics for your Essay. Clearly identify the essay topic you are examining. Write a 1500 word essay, supported by further research and reading of relevant peer reviewed literature. Your essay should be properly referenced in APA 7th Style.</p> <p>Topic 1: Erving Goffman argued that identity concerns the presentation of self in everyday life. Drawing on course material and further reading and research, discuss Goffman's ideas, and highlight their significance for understanding face to face interactions in different social settings. You may use any examples you like as long as they are backed up by peer reviewed literature.</p> <p>Additional advice: Students should not forget to assess the strengths and weaknesses (if any) of his theories, and draw on peer reviewed literature for examples.</p> <p>Topic 2 In your reading for week 4, Shelley Budgeon examines contemporary gendered identities. Her analysis suggests that in contemporary society, "hegemonic relations are reproduced alongside the production of plural femininities and masculinities". Explain what she means by this and assess her argument, providing examples from the peer reviewed literature to support your discussion.</p> <p>Additional advice: Students should consult the readings, draw on concepts from the course, and examine the reference list of Budgeon's own paper for initial suggestions as to useful literature.</p> <p>Topic 3 Find an example in peer reviewed academic literature or in popular culture in which cultural differences between people of different social classes distinctions are made between social classes. What are the consequences of this for the identities of those being represented? What about those creating the representations?</p> <p>Additional advice: Your analysis must be supported by course material and peer reviewed literature. If you choose an example from popular culture make sure you describe it in enough depth so that your analysis can be assessed. Choose examples that allow you to demonstrate your understanding of course material and sociological theories of social class.</p>
Weighting	30%
Length	1500
Due Date	01/09/2023
Submission Method	Online
Assessment Criteria	
Return Method	Online
Feedback Provided	Online

Assessment 2 - Podcast (30%)

Assessment Type Purpose	<p>Project</p> <p>In this task you will be making a 'podcast' for a public audience. In this podcast you will introduce a real-world issue, and explain how we can understand this issue using ideas from the course.</p>
Description	<p>Using your phone or a similar recording device, draw on course material and further research to discuss one of the issues below from the perspective of the social sciences. Create a seven minute audio file in which you explain the significance on the issue and provide an engaging discussion of it that will be accessible to a public audience. Tell your audience about the key social dynamics of the issue, and how it impacts on day to day life.</p> <p>Issue 1: Australian Nationalism</p> <p>Australian national identity is popularly understood as inclusive. However, it has also been defined through divisions such as such as class, gender and ethnicity. How does this take place, and what are its implications for Australian society today?</p>

Issue 2: Consumption and culture

Consumption is a part of day to day life, and yet all sorts of judgements are made about it. What is the role of consumption in the construction of contemporary identities? How do people create meaning through consumption, and how does this relate to inequalities such as social class, gender or ethnicity?

Weighting	30%
Length	7 minutes
Due Date	03/11/2023
Submission Method	Online
Assessment Criteria	
Return Method	Online
Feedback Provided	Online

Assessment 3 - 4 x online quizzes (40%)

Assessment Type	Quiz
Purpose	To assess course material throughout the semester.
Description	There will be a short multiple-choice quiz at the end of each module. No further research is required to do the quizzes beyond engaging with the course content and doing the readings. Each quiz will be worth 10% of your final grade.
Weighting	40%
Length	10 multiple-choice questions per quiz
Due Date	11/08/2023 1/09/2023 22/09/2023 27/10/2023
Submission Method	Online
Assessment Criteria	
Return Method	Online
Feedback Provided	Online - .

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail	Failure to satisfactorily achieve learning outcomes. If all

	(FF)	compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.
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*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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