

SECTION 1: ACADEMIC BOARD COURSE PROPOSAL

PART 1: OVERVIEW OF PROPOSAL

Faculty: Arts

Department/School presenting the proposal:

Department of Gender and Cultural Studies/School of Philosophical and Historical Inquiry

Faculty Contact person:

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Date course approved by Faculty: 21 November 2006

1.1.1. Type of proposal: New

1.1.2. Type of course: Postgraduate Coursework

1.1.3. Name of Award course(s)

Name of **New** Award course/s:

Master of Cultural Studies

Graduate Diploma in Cultural Studies

Graduate Certificate in Cultural Studies

1.1.4. Abbreviated names

MCS

GradDipCS

GradCertCS

1.1.5. Date of introduction or deletion

Introduced: Year: 2008 Semester: 1

1.1.6 Availability to students

Commonwealth supported students	<input type="checkbox"/>	Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>
Fee-paying local students	<input checked="" type="checkbox"/>	Full-time	<input checked="" type="checkbox"/>	Part-time	<input checked="" type="checkbox"/>
Fee-paying international students	<input checked="" type="checkbox"/>	Full-time	<input checked="" type="checkbox"/>	Part-time	<input checked="" type="checkbox"/>
Research Training Scheme	<input type="checkbox"/>	(PG Research students only)			

SECTION 1 : ACADEMIC BOARD COURSE PROPOSAL

PART 2: DETAILS FOR ASSESSMENT OF PROPOSAL

1.2.1 Purpose of the proposal

The purpose of this proposal is to introduce new award courses in Cultural Studies. The courses are designed to meet student demand for advanced skills in cultural research and analysis, whether for professional purposes, in preparation for a higher research degree in cultural studies or a related discipline, or for personal interest as part of their lifelong learning goals.

1.2.2 Justification for proposal

The courses in Cultural Studies will help ensure that Sydney remains competitive in relation to other comparable Australian and international universities and offers students the most relevant and excellent postgraduate coursework degrees possible in the areas of Humanities and Social Sciences. Cultural Studies is uniquely placed as a combination of Humanities and the Social Science methods and areas of inquiry to offer a broad postgraduate degree that nevertheless allows for specialist training. This program would address the needs of a more diverse student cohort than the undergraduate major in Cultural Studies and emphasise more self-directed learning, more practical training in professional research and communication, and will be offered with a commitment to flexible delivery appropriate to postgraduate coursework students.

Background and academic rationale

This proposal follows directly from the establishment of a Cultural Studies major within the Bachelor of Arts degree, which commences in 2007 (some 8-25 years behind most other Australian universities).

As indicated in the proposal for that undergraduate major, despite the importance of conflicts over objects, methods, influences and aims, Cultural Studies in Australia is now an established discipline with many decades of canon-formation and institutionalisation behind it. While the University of Sydney was slow to offer an undergraduate major, the development of Australian postgraduate coursework in the discipline of Cultural Studies is still relatively recent, and as Sydney has already developed an ad hoc and informal program of postgraduate Cultural Studies within the generic Master of Arts, it is well placed to enter this market.

For an academic rationale for coursework in Cultural Studies in general we refer the Board to the proposal for the undergraduate major approved earlier this year. One of the objectives of introducing that major was to provide a clear foundation for developing and promoting postgraduate coursework in this area. At present there are a number of postgraduate units taught across the Faculty of Arts that are recognisably "cultural studies", particularly in the Department of Gender and Cultural Studies, but these are not always clearly identifiable as Cultural Studies to students and not available as a coherent program in the field.

The Department of Gender and Cultural Studies is proposing to commence a program of postgraduate coursework in Cultural Studies in 2008, gradually building to a full program by 2010. A three year timeline for the program allows for quality assurance and the gradual addition of necessary staff, but the 2008 offerings must also ensure that students enrolling in the first year also receive a high quality degree.

The proposal is for a vibrant interdisciplinary program that caters to the needs and interests of different groups of potential students while still providing solid disciplinary training. We also recognise that it is crucial for postgraduate students to have a clear administrative and pastoral home.

With these different concerns in mind, we propose to offer a Master of Cultural Studies program that includes a disciplinary core and then four pathways that build on this core to provide students with clear choices between methods and emphases. These pathways are:

- ❖ *Cultural Studies in Gender*
- ❖ *Media, Society and Culture*
- ❖ *Culture, Diversity and Difference*
- ❖ *Cultural Debates*

The first two pathways would commence in 2008, the third in semester 1 2009, and the fourth in semester 2 2009. Additional units will be added to these pathways in 2010.

The pathways are recommendations rather than requirements.

Within this program, it will also be possible for students to take the required number of units of study leading to a Graduate Certificate or Graduate Diploma in Cultural Studies.

The program is designed to utilise effectively the Winter and Summer School programs, and online learning, to allow candidates to undertake postgraduate coursework in blocks and via external study where required. By 2010 it would be possible for a full-time student to attend study on campus for two alternate sessions (Summer and/or Winter school) and then take the rest of their Masters externally, utilising online and telephone supervision and coursework delivered by Web CT. The online units will also be available in face-to-face mode.

Learning and teaching objectives relative to Faculty and University plans

The Masters of Cultural Studies degree will

- Cultivate recognition of the research-teaching nexus by foregrounding the excellent research in the discipline already produced in the Faculty
- Encourage the admission of high achieving students who are interested in practical and/or professional skills in cultural research analysis rather than research degrees (currently most of these students apply to competitor universities)
- Foster access and diversity by teaching in a range of media and by enabling students from different disciplinary and educational backgrounds to come together, which also enriches the learning environment for all postgraduate students
- Foster applied and professional training by structurally and intellectually encouraging interdisciplinarity at the postgraduate coursework level
- Foster the involvement of outstanding researchers in postgraduate coursework teaching and supervision by providing a course in which the Arts Faculty's Cultural Studies researchers can teach at the centre of their research areas
- Help provide a relevant and contemporary Masters level program in Humanities and Social Sciences which would confirm and improve Sydney's position in the postgraduate coursework field amongst other leading Australian universities
- Respond to student demand for learning and teaching in the field of Cultural Studies, as evidenced by enrolment in related units of study.

Implications for current offerings

The current offerings most obviously affected by this proposal are those Gender and Cultural Studies units now offered to Master of Arts and other postgraduate students.

Packaging these units within a Masters of Cultural Studies program is likely to increase the enrolments in each of the existing units. While this is a positive consequence, attention to class sizes will be required. New units will be phased in across three years to ensure resources can be managed to meet an expanding curriculum.

This proposal will improve the relationship between the curriculum and the Faculty of Arts' research strength in the field of Cultural Studies. All staff in the Department of Gender and Cultural Studies are active researchers and teachers in the field of Cultural Studies (as measured by Cultural Studies RFCD codes and publications recognised as part of the field. One is a Fellow of the AAH in the discipline, almost all are members of the CSAA, and the Department is represented on the editorial boards of multiple journals in the field. A range of dedicated Cultural Studies units are already being taught out of the Department, and the majority of postgraduate researchers also work in that field). Despite this it has not been possible to adequately promote the Cultural Studies strengths of the department (and the Faculty more widely) at the level of postgraduate coursework. The Masters of Cultural Studies will significantly improve this situation and take advantage of a growing area of interest among postgraduate coursework students.

Current Master of Arts (Gender Studies) candidates will be able to complete their MA under the Resolutions for that degree. If they choose to transfer from the MA to the proposed Master of Cultural Studies degree, they may do so subject to Faculty approval be absorbed into a recommended stream within the Master of Cultural Studies. The pathway designated "Cultural Studies in Gender" will at once provide a program to replace the current MA (Gender Studies) offerings, and also allow clearer marketing of the Department's specific areas of expertise in Gender Studies.

There are other postgraduate coursework degrees that overlap with Cultural Studies, including the Master of Media Practice and the Master of Professional Communication. However, none of these are directed to or marketed as Cultural Studies, and this proposal utilises cross-listing of units within those programs, both to take advantage of existing teaching and research expertise and to make the most efficient use of resources.

1.2.3 Benchmarking, market research and analysis

Benchmarking of the Gender Studies Department in 2004 clearly pointed to the excellence of both teaching and research in the field of Cultural Studies within that Department at the same time as it pointed to "the surprising absence of an explicit location for work in cultural studies within the University of Sydney (considering its increasing prominence in the sector...)"¹ This was recognised in 2006 by the institution of the new Department of Gender and Cultural Studies and the launch of a new major in Cultural Studies within the Bachelor of Arts for 2007.² While Sydney has lagged behind other Australian universities in establishing a program in undergraduate Cultural Studies, at the postgraduate coursework level comparable programs are for the most part still being developed or quite recent. This places the University of Sydney in an excellent position to competitively market a new degree. The table below outlines the directly comparable programs already advertised. Because these courses are all relatively new, the best estimates of demand must recognise postgraduate coursework in Cultural Studies as an emerging field.

An overview identifies three cohorts of potential students: students wanting additional education before a research degree (either because they do not have an Honours degree or because they come from a system without an Honours degree), students wanting professional or otherwise skills-based training, and students with a personal interest in a broad further education or a special interest in cultural analysis. Each of these cohorts is addressed by the proposed program. Cultural Studies nevertheless also has a disciplinary coherence that allows students to be brought together for training in shared skills in cultural research and analysis that can form a core for streams in multiple areas of specialisation. The proposed course thus offers a hub for postgraduate coursework that encompasses many different pathways through the humanities and social sciences.

Considering only coursework programs and not research Masters, the G08 universities are in the early stages of developing postgraduate Cultural Studies. Both Adelaide and ANU offer MAs by coursework in related but not directly comparable disciplines. Melbourne has a new Cultural Studies program, although this is already being revised as part of their overall restructuring. Both Monash and Queensland market an MA (Australian Studies) as including specialisation in Cultural Studies. UNSW includes Cultural Studies amongst its Graduate Diplomas. And UWA offers Masters (and shorter courses) in Communications Studies that clearly encompass Media and Cultural Studies. The most successful among these programs in terms of enrolments are the longest running, but these are also the programs that specifically name themselves as Cultural Studies (excepting Melbourne which has not yet enrolled students).³

Melbourne and Queensland serve as exemplars of G08 offerings. The Melbourne program as currently outlined differs from the proposed course in restricting the Masters to students with an

¹ Benchmarking report by Professor Graeme Turner attached as Appendix D.

² This major does not include junior units, and so although pre-enrolment in component units has commenced at expected levels, no report on the success of the undergraduate major will be possible until 2009.

³ Interview with Professor John Frow (25/10/06). Development of this program is currently stalled while the university restructures the relationship between undergraduate and postgraduate training.

Honours degree and offering Graduate Certificate/Diploma and Postgraduate Certificate/Diploma courses in Cultural Studies by a combination of undergraduate units in the first case and Honours units in second. The University of Queensland is more typical of G08 universities, offering a small number of specialist coursework degrees, within which the option which is promoted as “cultural studies” is Australian Studies. This course was designed to appeal to international students but has had limited success.⁴

The proposed award course thus more directly addresses a wider pool of potential postgraduate coursework students than any other G08 university and would thus have no direct competitors among comparable universities. Non-G08 universities have longer histories with Cultural Studies courses at postgraduate level, usually focused on the second professional training cohort. The oldest of these programs is at Curtin University, which offers a broad range of programs under the label Communications and Cultural Studies. UTS commenced postgraduate coursework in Cultural Studies in the late 1990s (the UTS program is under review at present), and RMIT has been notably successful in this arena.⁵ The most recent addition to the comparable offerings is Macquarie University’s Graduate Certificate/Diploma in Cultural Studies, which had an enrolment of 15 students when first offered in 2006 although it was not extensively advertised.⁶

In an international context, the proposed program has been designed with reference to the outstanding Cultural Studies Masters programs in the United Kingdom, particularly that at Goldsmiths (University of London) and, in order to consider potential students re-entering higher education for personal reasons, the Continuing Education program in Cultural Studies at the University of Cambridge.⁷ The U.K. Masters coursework structure has a longer history than those in Australia, and the content of the core units for the proposed program at Sydney has been considered in relation to these programs.

Considering the prominence of U.S. students among Cultural Studies coursework inquiries, design of this proposal also took into account compatibility with U.S. courses. Although the dominant U.S. structure for postgraduate studies is very different than that at Sydney, and Cultural Studies is defined in diverse ways in the U.S., the definition of Cultural Studies covered by standalone Masters programs and compulsory postgraduate coursework components at premier U.S. institutions has in recent years moved closer to the British and Australian models of Cultural Studies. With the aim of offering a program that could be taken by U.S. students as either a standalone Masters or in place of the compulsory coursework component of U.S. doctoral programs, the development of this program considered the Masters program at the Massachusetts Institute of Technology, the coursework components of the Graduate program in Rhetoric at U.C. Berkeley, which offers Cultural Studies among its areas of specialisation, the Graduate Certificate in Cultural Studies offered by the University of North Carolina (incorporating also coursework at Duke University), and the Harvard Extension School, which offers Cultural Studies among its Humanities options marketed to standalone Masters students.⁸

This overview demonstrates the recognised potential of Cultural Studies for postgraduate coursework and the attention being paid to Cultural Studies in the current industry-wide push for more coursework in the area of humanities and social sciences. Australian Cultural Studies draws on a range of social science and humanities disciplines – most notably English, Sociology, Politics, History, Art and Film Studies, Media Studies, Philosophy and Anthropology. In comparison to other disciplines that precede and surround it, Cultural Studies thus allows for a wider pool of students whose undergraduate degrees will be relevant to the program or whose professional work will be served by further study and serves as an intersection of postgraduate units in different areas of study. Cultural Studies also allows students from many cultural backgrounds to be equally equipped to draw on those backgrounds in their postgraduate work and Cultural Studies is an emerging discipline in Asia as well as being a now established

⁴ Interview with Professor Graeme Turner (25/10/06).

⁵ Interview with Professor Graeme Turner (25/10/06).

⁶ Interview with Dr Nicole Anderson (25/10/06; 30/10/06). Although it is on offer next year and they have had a number of inquiries it is still not well advertised, being very difficult to locate through their website.

⁷ Website information on these courses is attached as Appendix E. The “Certificate in Cultural Studies” at Cambridge is designed to attract new students who have not previously considered postgraduate study and indicates the widely recognised potential of Cultural Studies for relevant lifelong learning.

⁸ Website information on these courses is attached as Appendix F.

discipline in the United States, Europe, and the other countries from which Sydney draws its international postgraduate students.

The proposed program's packaging of Masters level work in Cultural Studies into core components and designated streams targeted to different groups of potential students is unique in Australia. The quality of the proposed award course has been benchmarked by submission to an external assessor, Professor Stuart Cunningham (President of the College of Humanities and Social Sciences and Director of the ARC Centre of Excellence for Creative Industries and Innovation at the Queensland University of Technology). Professor Cunningham has been a leading figure in both the field of Cultural Studies and the renovation of the Humanities and Social Sciences in the Australian tertiary sector. His report is included as Appendix B.

See Appendix C for the website information pages on the programs listed in this table of comparable offerings.

Institute	Competitive Offering	Additional information
Curtin	Masters (and shorter courses) in "Communications and Cultural Studies"	The first CS program in Australia
Macquarie University	Graduate Certificate/Diploma in Cultural Studies	New online only coursework awards from 2006.
RMIT	Master of Arts (Communications)	Specifically marketed as Cultural Studies.
University of Melbourne	Masters (and shorter courses) in "Cultural Studies"	New/draft program for 2007 (now under restructuring review)
UTS	Graduate Certificate and Graduate Diploma in Cultural Studies; Master of Arts (Social Inquiry)	Specifically targeted to Cultural Studies (now under review).
UWA	Masters (and shorter courses) in Communications Studies	Specifically marketed as Cultural Studies.

When estimating student demand it is important to recognise that demand for the award course will have to be built over time, but demand for individual units (and thus EFTSU-based calculations of enrolment in the whole course) will be considerably higher, as is indicated by the present enrolments in units like *WMST 6903 Gender, Media and Consumer Societies* (which has averaged 28 students since it was first offered in 2004 without having any dedicated coursework program to centrally promote it). The MCS enrolment can thus be allowed time to grow, as other Cultural Studies programs have grown, and the program can be supported by units cross-listed or allowed by other courses. The following are realistic estimates for the first years of a program expected to grow over time, but do not take into account the income generated by demand for individual units among students enrolled in other courses. Each of the new units on offer will be included in at least one other postgraduate degree (see Appendix G).

(iv) Estimated Student Demand

Estimated Student Demand	2008	2009	2010
Commonwealth-supported	0	0	0
Local fee-paying	10	19	25
International fee-paying	5	9	12
Estimated Total EFTSU	12	22	29
Lowest EFTSU for which course would be run	10	10	10

Estimated Full-time and Part-time	2008	2009	2010
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Students			
Estimated number of Full-time students	9	16	21
Estimated number of Part-time students	6	12	16

Impact on students currently enrolled: Students enrolled in the MA (Gender Studies) may transfer to this degree and receive credit.

Enrolment Quotas:

Will quotas be set for the proposed award course or for any units of study within the award course?

For local fee-paying students

No

For international fee-paying students

No

1.2.4 Consultation and External References

Consultees	Date of consultation	Method of consultation	Type of supporting evidence provided
Professor Stephen Garton, Dean of Faculty of Arts	15/03/06 18/07/06 various	meeting " email	email appt; notes " emails
Professor Graeme Turner, President of the Australian Academy of the Humanities & Professor of Cultural Studies (Queensland)	16/03/06 25/10/06	meeting telephone meeting	email appt; notes "
Professor Adrian Mitchell, Director of Postgraduate Programs, Faculty of Arts	28/03/06 28/06/06 31/10/06 various	meeting " email	email appt; notes " " emails
Dr Anne Dunn, Dept of Media and Communications	31/03/06 30/08/06	meeting "	email appt; notes "
Professor Richard Waterhouse, Head of SOPHI	19/07/06	meeting	email appt; notes
Professor Paul Redding, Dept of Philosophy	21/06/06 24/07/06 31/10/06	meeting "	email appt; notes " signed form
Professor Penny Gay, Dept of English	23/07/06	meeting	email appt; notes
SOPHI Executive Committee (including representatives of all SOPHI departments)	25/07/06	meeting	minutes
Professor Geraldine Barnes, Head of SLAM	25/07/06	meeting	email appt; notes; email
Dr Julia Horne, Dept of History	28/07/06 20/10/06	conversation meeting	notes email appt; notes; email
Professor Ghassan Hage, Dept of Anthropology	28/07/06 20/10/06	conversation "	notes "
Dr Elise Tipton, Acting	03/08/06	meeting	email appt; notes; email

Head of SLC			
SLAM Executive Committee (including representatives of all SLAM departments)	28/08/06	meeting	minutes
SLC Executive Committee (including representatives of all SLC departments)	11/09/06	meeting	minutes
Dr Ingrid Piller, Department of Linguistics	06/09/06-10/10/06 (various)	email consultation	emails
Dr Chris Chesher, Digital Technology and Culture program	26/09/06	meeting	email appt; notes; email
Drs Julian Murphet & Melissa Hardie, Department of English	17/10/06	meeting	email appt; notes; email
Dr Nicole Anderson, Critical Communication and Cultural Studies (Macquarie)	24/10/06 30/10/06	email consultation; telephone meeting	email email appt; notes
Professor Stephen Muecke, Professor of Cultural Studies (UTS)	24/10/06	email consultation	email
Professor Stuart Cunningham, President of CHASS & Professor of Creative Industries (Queensland University of Technology)	25/10/06	email consultation	email
Professor John Frow, Chair of English (Melbourne)	25/10/06	telephone meeting	email appt; notes
Dr Katrina Schlunke, Cultural Studies (UTS)	25/10/06	email consultation	email
Dr Neil Maclean, Dept of Anthropology	26/10/06		form signed
Professor Patrick Parkinson	30/10/06 1/11/06	email consultation “	Email “
Dr Leslie Harbon, School of Education	30/10/06	email consultation	email
Dr Allan McConnell, Discipline of Government and International Relations	30/10/06	email consultation	email
Dr Richard Walker, School of Education	1/11/06	email consultation	email
Dr Andrew Fitzmaurice, Dept of History	31/10/06	meeting	email appt; notes; email
Dr Margaret Rogerson, Dept of	31/10/06	email consultation	email

English			
Dr Jennifer Barrett, Museum Studies Program			
Mr Terry Heath, Faculty Marketing Officer			

1.2.5 Course structure

The full details of the program are attached as Appendix A. In summary, the Masters course will require students to complete four core units (the fourth of which allows for some choice between methods units). The final four units of the degree are elective units which encompass the widest range of Cultural Studies areas of specialisation across the University.

For both pedagogical and promotional clarity, four pathways have been developed to guide students in relevant programs of study: *Cultural Studies in Gender; Media, Society and Culture; Culture, Diversity and Difference; and Cultural Debates*. Further additional pathways may be developed in future years. These pathways are strongly recommended rather than compulsory and individual programs of elective units may be developed in consultation with the convenor. Both dissertation units and internship units are available within the elective half of the course where deemed appropriate by the convenor in three of the pathways.

The Masters program includes two embedded awards – the Graduate Diploma and Graduate Certificate. The Graduate Diploma in Cultural Studies will require that candidates complete six units of study, four of which must be the Masters “core” units. Graduate Diploma students may choose their final two units from any listed for the Masters program, excluding dissertation options. Internship units are also available to Graduate Diploma students for whom appropriate placement can be found. The Graduate Certificate in Cultural Studies will require that candidates complete four units of study, two of which are chosen from the Masters “core” units. Graduate Certificate students may choose their final two units from any listed for the Masters program, excluding dissertation and internship options.

Award Course	Length of candidature (years)	Type of Enrolment	
		Full-time	Part-time
Master of Cultural Studies	Minimum	1	2
	Maximum	2	4
Graduate Diploma of Cultural Studies	Minimum	1	2
	Maximum	1	3
Graduate Certificate in Cultural Studies	Minimum	.5	1
	Maximum	.5	2

(b) Minimum credit points required for completion of qualification:

Master: 48 credit points

Graduate Diploma: 36 credit points

Graduate Certificate: 24 credit points

(c) Mode of delivery: Face-to-face teaching Distance education
Please provide justification

In order to provide maximum flexibility for potential students, a number of components of the program, once fully developed, will be offered by distance education – utilising online coursework in units offered partly and fully online and online/telephone supervision. The online units will also be available in face-to-face mode.

(d) Does the course involve clinical or industrial placement/experience?
Yes If Yes, please provide details

From 2009 the program will offer internships in relevant organisations and institutions, by which students wanting applied and/or professional skills can develop these in a supervised placement. Relevant institutions and organisations can be identified for the *Cultural Studies in Gender, Media, Society and Culture* and *Culture, Diversity and Difference* pathways. Internships will not be offered in the *Cultural Debates* pathway. Approved students will enrol in the proposed unit of study *GCSTE69EE Internship Placement* and only students completing that unit will be permitted to enrol in the proposed unit of study *GCST69FF Internship Project*.

(e) Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

The program will be phased in over three years to ensure most efficient management of existing resources for teaching and provision of curriculum delivery, assessment and authentication of student work. Co-teaching across departments is also being utilised for a number of new units in order to maximise the number of units that can be offered with the available teaching resources. In designing this program, and in the process of consultation over this program, a number of resource implications have nevertheless been identified. These are discussed in Part 3 of this form (section 1.3.2).

1.2.6 Assessment procedures

Proposed Regime	Assessment	Proportion of assessment regime (%)	Use of external assessors/examiners (Yes/No) (if yes, please provide details)
Written coursework or equivalent		50-100	No
Practical work on placement		0-25	No
Dissertation		0-25	No

Please provide justification

The Master degree will comprise eight equally weighted units (six for the Grad Dip and four for the Grad Cert), each of which will have its own assessment criteria based on the content and format of that unit, usually comprised of essays, tests, case studies, reports, or other relevant forms of submission (such as film, website or database production). All assessment can be completed internally.

1.2.7 Student workload

(a)

Expected Workload	Total Time Expected (per credit point)
Lectures	
Tutorials	
Practical experience	19 hours (GCST6920 only)
Independent study	
Reading and work for assessment	15-19 hours (except GCST6920 – 1hr)
Others (please specify):	Seminars (or other class time): 4-5 hours (except GCST6920/6921/6922/6923) Supervision meetings (1 hr GCST6921/6922/6923 only)

(b) Provide an indication of how the academic course load including the weight given to any dissertation component compare with other similar course loads in the faculty/college/university

This is comparable to other offerings in the university, based on a standard of two hour seminar with associated preparation and 5000-6000 words of work submitted for assessment per unit.

(c) What load for HECS and student load purposes should be given to each of the constituent parts or units making up the award course?

0.125 per 6 credit point unit.

1.2.8 Attributes of graduates

The proposed Master of Cultural Studies will encourage, through research-led teaching, the following abilities and skills, in line with the desired graduate attributes of the university:

- The creation of new knowledge and understanding through the process of research and inquiry into contemporary and past cultures
- Increased information literacy through learning and teaching across a range of media and cultural contexts
- Increased personal and intellectual autonomy through sustained critical engagement with their own everyday lives and the lives of others as well as the scholarly field of Cultural Studies
- Increased understanding of the ethical, social and professional dimensions of studying one's own and other cultures
- Increased abilities and skills in communication with others and within the process of their own learning.

1.2.9 Transitional arrangements (for continuing students)

Last year of student intake under existing Resolutions:

Local students 2007

International students 2007

Provisions in place for students enrolled under existing Resolutions:

Students already enrolled in the MA (Gender Studies), or MA coursework in other areas where they would have qualified for entry to the Master of Cultural Studies, may transfer into the new MA program and be given equivalent credit to the units they completed in the program in which they enrolled, subject to Faculty approval.

1.2.10 Course administration

Course to be administered by the following Faculty: Arts

(a) Is there **shared teaching** with other Faculties?

Yes Please see below on provision of additional information.

Faculty	Percentage of EFTSU
Managing Faculty: Arts	100% of EFTSU earned by enrolments in each unit
Collaborating Faculties:	100% of EFTSU earned by enrolments in each unit
External partners:	None

(b) Basis for the above allocation between faculties:

There are some units of study cross-listed for these proposed courses that are taught in the Faculties of Law, Education and Social Work, and Economics and Business. The EFTSL for enrolment (and the fees for enrolment) will be allocated to the appropriate Department, School or Faculty.

(c) Combined degree – inter-faculty arrangements: N/A

(d) Is the proposed award course part of a **con-joint venture** with another institution?

No

1.2.11 Resolutions

(a) Are there changes to the list of Degrees, Diplomas and Certificates conferred by your Faculty, as listed in the **Resolutions of the Senate** available in the **University Calendar**?

Yes *If yes, please complete Appendix 2.*

(b) Will there be new Resolutions or changes to the existing **Resolutions of the Senate** for the proposed Coursework award course?

Yes *If yes, please complete Appendix 3.*

(c) Will there be new Resolutions or changes to the existing **Faculty Resolutions** for the proposed award course?

Yes *If yes, please complete Appendix 4.*

(d) Will there be changes to the academic dress due to the introduction of the proposed new award course?

Yes No

1.2.12 Quality assurance arrangements and plans

To ensure the quality of the degree it will be phased in over three years, from 2008 to 2010, with extensive ongoing consultation with students and teaching staff. Student evaluation of learning and teaching will be collected for each core unit over this period, and course satisfaction surveyed for each completing and each withdrawing student over this period.

Peer review of the program conducted with contributing teaching staff will pay particular attention to the range of abilities and learning needs of participating students. Review of student feedback will focus on the provision of student support, the appropriateness of streams and cross-listed units, and the content and assessment of core units.

SECTION 1 : ACADEMIC BOARD COURSE PROPOSAL

PART 3: RESOURCE IMPLICATIONS

1.3.1 Estimated Student Numbers for next three years of the award course

Estimated Student Demand	2008	2009	2010
Estimated Student Numbers	15	28	37
Estimated EFTSU	12	22	29

1.3.2 Availability of teaching and support staff

(a) Availability of academic and support staff to deliver the proposed award course:

The teaching and administration of the Master of Cultural Studies will largely fall to the Department of Gender and Cultural Studies, which currently has a total of 6.1 full-time staff, and to the administrative staff of the School of Philosophical and Historical Inquiry (SOPHI). The phased introduction of the program allows for rearranging of teaching and administrative loads to enable a new emphasis on postgraduate coursework. Extensive review of the resource implications of the proposal has nevertheless identified some new resource requirements for establishing this program and delivering an excellent course in line with Sydney's reputation.

The most significant start-up cost will be the dramatically heavier teaching load in 2008 which will increase substantially again in 2009. After that point, the standard assessment of staff-student ratio and other factors assessed in allocating new appointments will be sufficient to manage the demands of the course.

Online development is the next most significant cost. The Faculty of Arts will provide support for the development of online material, in terms of consultation and technical assistance. In order to design and produce course material, however, relief from other teaching for staff involved in online development will be needed. Because the activation of online units will be staggered this support can be spread across three years but it must also be acknowledged that online units are not part of the Faculty of Arts' current profile and are unlikely to be self-supporting in terms of an EFTSL-based casual teaching budget in the first few years.

In coordination and consultation with the School of Philosophical and Historical Inquiry and the Faculty requirements for teaching the proposed course will be met as it progresses based on the resources required at the time to ensure that the quality and standard of the course is maintained.

(b) Strengths of the department/school/faculty:

The Faculty has considerable research and teaching strengths in the field of Cultural Studies, particularly in the Department of Gender and Cultural Studies, as attested by Professor Turner's benchmarking report.⁹ Most postgraduate coursework enrolments in units convened by that Department, along with most postgraduate research projects, are already in the area of Cultural Studies. This proposal will thus have the added advantage of better promoting the Cultural Studies expertise of that Department, and the Faculty of Arts more widely, to potential students at all levels.

1.3.3 Availability of teaching space, and other required facilities

As most of the units listed in this program are already taught, existing space and other facilities are clearly adequate for them. The requirements for the new units taught in standard semesters and in summer and winter school can also be met by available facilities. There will be no demands for teaching rooms, lecture theatres, or storage or other spaces which cannot be met by existing facilities.

⁹ See Appendix ***

Increased demand for access to computers brought about by more online learning and teaching will be offset by the fact that students opting to take online units will largely do so in order to work off-campus.

Increased demand for staff offices will be met within the Faculty of Arts.

1.3.4 Availability of Library Resources

Concerns about library holdings that need to be addressed:

Current library holdings are adequate for this proposed program.

1.3.5 Availability of IT and other Equipment

Currently available IT and other equipment will be adequate for this proposed program.

1.3.6 Timetabling arrangements

The proposed award course will be offered in the following teaching period:
standard non-standard teaching
(e.g. Summer School, Winter School)

APPROVALS

Nominated Faculty Officer

Dean of Faculty (or Delegate)

Degrees, diplomas and certificates in the Faculty of Arts

1. The degrees in the Faculty of Arts shall be:

- 1.1 Bachelor of Arts (BA)
- 1.2 Bachelor of Arts (Honours) (BA(Hons))
- 1.4 Bachelor of Arts (Advanced) (Honours) (BA (Adv)(Hons))
- 1.5 Bachelor of Arts (Asian Studies) (BA(AsianStud))
- 1.6 Bachelor of Arts (Asian Studies) (Honours) (BA(AsianStud)(Hons))
- 1.7 Bachelor of Arts (Digital Technology and Culture) (BA(DigTech&Culture))
- 1.8 Bachelor of Arts (Digital Technology and Culture) (Honours) (BA(DigTech&Culture)(Hons))
- 1.9 Bachelor of Arts (Languages) (BA (Lang))
- 1.10 Bachelor of Arts (Languages) (Honours) (BA (Lang)(Hons))
- 1.11 Bachelor of Arts (Media and Communications) (BA (Media & Comm))
- 1.12 Bachelor of Arts (Media and Communications) (Honours) (BA (Media & Comm) (Hons))
- 1.13 Bachelor of Arts (Psychology)
- 1.14 Bachelor of Global Studies (BGS)
- 1.15 Bachelor of Global Studies (Honours) (BGS(Hons))
- 1.16 Bachelor of Liberal Studies (BLibStud)
- 1.17 Bachelor of Liberal Studies (Honours) (BLibStud (Hons))
- 1.18 Bachelor of Liberal Studies (International) (BLibStud (International))
- 1.19 Bachelor of Liberal Studies (Advanced) (BLibStud (Advanced))
- 1.20 Bachelor of Social Sciences (BSocSci)
- 1.21 Bachelor of Social Sciences (Honours) (BSocSci(Hons))
- 1.22 Bachelor of Socio-Legal Studies (BSLS)
- 1.23 Bachelor of Socio-Legal Studies (Honours) (BSLS(Hons))
- 1.24 Bachelor of Arts and Sciences (BASc)
- 1.25 Bachelor of Arts and Sciences (Honours) (BASc(Hons))
- 1.2.6 Master of Applied Functional Linguistics (MAFL)
- ~~4.26~~ (1.27) Master of Applied Linguistics (MAppLing)
- ~~4.27~~ (1.28) Master of Asian Studies (MASianStud)
- ~~4.28~~ (1.29) Master of Arts (MA)
- ~~4.29~~ (1.30) Master of Arts (Research) (MA (Research))
- ~~4.30~~ (1.31) Master of Buddhist Studies (MBuddhistStud)
- ~~4.34~~ (1.32) Master of Creative Writing (MCW)
- ~~4.32~~ (1.33) Master of Crosscultural Communication (MCC)
- 1.34 Master of Cultural Studies (MCS)
- ~~4.33~~ (1.35) Master of Development Studies (MDVST)
- ~~4.34~~ (1.36) Master of Digital Communication and Culture
- ~~4.35~~ (1.37) Master of English Language in Australia (MELA)
- ~~4.36~~ (1.38) Master of European Studies (MEuroStud)
- ~~4.37~~ (1.39) Master of Film Studies (MFS)
- 1.40 Master of Human Rights (MHR)
- ~~4.38~~ Master of Liberal Studies (MLibStud)
- ~~4.39~~ (1.41) Master of Media Practice (MMediaPrac)
- ~~4.40~~ Master of Medical Humanities (MMedicalHum)
- ~~4.41~~ (1.42) Master of Museum Studies (MMuseumStud)
- ~~4.42~~ (1.43) Master of Peace and Conflict Studies (MPACS)
- ~~4.43~~ (1.44) Master of Professional Communication (MPC)
- ~~4.44~~ (1.45) Master of Publishing (MPub)
- ~~4.45~~ (1.46) Master of Strategic Public Relations (MStratPR)
- 1.47 Master of US Studies (MUSStud)
- ~~4.46~~ (148) Master of Letters (MLitt)
- ~~4.47~~ (149) Master of Philosophy (MPhil)

- 1.48 (150) Doctor of Philosophy (PhD)
- 1.49 (151) Doctor of Letters (DLitt)
- 1.50 (152) Doctor of Arts (DArts)
- 1.54 (153) Doctor of Social Sciences (DSocSci)

2. The diplomas and certificates in the Faculty of Arts shall be:

- 2.1 Graduate Diploma in Applied Linguistics (GradDipAppLing)
- 2.2 Graduate Diploma in Asian Studies (GradDipAsianStud)
- 2.3 Graduate Diploma in Arts (GradDipArts)
- 2.4 Graduate Diploma in Buddhist Studies (GradDipBuddhistStud)
- 2.5 Graduate Diploma in Creative Writing (GradDipCW)
- 2.6 Graduate Diploma in Cultural Studies (GradDipCS)
- ~~2.6~~ (2.7) Graduate Diploma in Development Studies (GradDipDVST)
- ~~2.7~~ (2.8) Graduate Diploma in Digital Communication and Culture (GradDipDCC)
- ~~2.8~~ (2.9) Graduate Diploma in English Language in Australia (GradDipELA)
- ~~2.9~~ (2.10) Graduate Diploma in European Studies (GradDipEuroStud)
- ~~2.10~~ (2.11) Graduate Diploma in Film Studies (GradDipFS)
- 2.12 Graduate Diploma in Human Rights (GradDipHR)
- ~~2.11~~ Graduate Diploma in Liberal Studies (GradDipLibStud)
- ~~2.12~~ (2.13) Graduate Diploma in Media Practice (GradDipMediaPrac)
- ~~2.13~~ Graduate Diploma in Medical Humanities (GradDipMedicalHum)
- 2.14 Graduate Diploma in Museum Studies (GradDipMuseumStud)
- 2.15 Graduate Diploma in Peace and Conflict Studies (GradDipPACS)
- 2.16 Graduate Diploma in Professional Communication (GradDipPC)
- 2.17 Graduate Diploma in Publishing (GradDipPub)
- 2.18 Graduate Diploma in Strategic Public Relations (GradDipStratPR)
- 2.19 Graduate Diploma in US Studies (GradDipUSStud)
- ~~2.19~~ (2.20) Graduate Certificate in Applied Linguistics (GradCertAppLing)
- ~~2.20~~ (2.21) Graduate Certificate in Asian Studies (GradCertAsianStud)
- ~~2.21~~ (2.22) Graduate Certificate in Arts (GradCertArt)
- ~~2.22~~ (2.23) Graduate Certificate in Buddhist Studies (GradCertBuddhistStud)
- ~~2.23~~ (2.24) Graduate Certificate in Creative Writing (GradCertCW)
- 2.25 Graduate Certificate in Cultural Studies (GradCertCS)
- ~~2.24~~ (2.26) Graduate Certificate in Development Studies (GradCertDVST)
- ~~2.25~~ (2.27) Graduate Certificate in Digital Communication and Culture (GradCertDCC)
- ~~2.26~~ (2.28) Graduate Certificate in E-Communications (GradCertE-Comm)
- ~~2.27~~ (2.29) Graduate Certificate in English Language in Australia (GradCertELA)
- ~~2.28~~ (2.30) Graduate Certificate in European Studies (GradCertEuroStud)
- ~~2.29~~ (2.31) Graduate Certificate in Film Studies (GradCertFS)
- ~~2.30~~ (2.32) Graduate Certificate in HSC English (GradCert(HSC English))
- 2.33 Graduate Certificate in Human Rights (GradCertHR)
- ~~2.31~~ Graduate Certificate in Liberal Studies (GradCertLibStud)
- ~~2.32~~ (2.34) Graduate Certificate in Media Practice (GradCertMediaPrac)
- ~~2.33~~ Graduate Certificate in Medical Humanities (GradCertMedicalHum)
- 2.34 (2.35) Graduate Certificate in Museum Studies (GradCertMuseumStud)
- ~~2.35~~ (2.36) Graduate Certificate in Peace and Conflict Studies (GradCertPACS)
- ~~2.36~~ (2.37) Graduate Certificate in Professional Communication (GradCertPC)
- ~~2.37~~ (2.38) Graduate Certificate in Publishing (GradCertPub)
- ~~2.38~~ (2.39) Graduate Certificate in Strategic Public Relations (GradCertStratPR)
- 2.40 Graduate Certificate in US Studies (GradCertUSStud)
- ~~2.39~~ (2.41) Diploma of Arts (DipArts)
- 2.40 (2.42) Diploma of Language Studies (DipLangStud)
- 2.44 (2.43) Diploma of Social Sciences (DipSocSc)

3. The combined degrees in the Faculty of Arts shall be:

- 3.1 Bachelor of Arts and Bachelor of Laws (BA/LLB)
- 3.2 Bachelor of Arts (Advanced) (Honours)/Bachelor of Medicine and Bachelor of Surgery (BA(Advanced)(Hons)/MBBS)
- 3.3 Bachelor of Arts (Advanced) (Honours)/Bachelor of Medicine and Bachelor of Surgery (Honours) (BA(Adv)(Hons)/MBBS)
- 3.4 Bachelor of Arts and Bachelor of Music Studies (BA/BMus Studies)
- 3.5 Bachelor of Arts and Master of Nursing (BA/MN)
- 3.6 Bachelor of Arts and Bachelor of Social Work (BA/BSW)
- 3.7 Bachelor of Commerce and Bachelor of Arts (BCom/BA)
- 3.8 Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts (BEd/BA)
- 3.9 Bachelor of Engineering and Bachelor of Arts (BE/BA)
- 3.10 Bachelor of Science and Bachelor of Arts (BSc/BA)

1.6.2007

SECTION 1 – APPENDIX 3: RESOLUTIONS OF THE SENATE (COURSEWORK AWARD COURSES)

Resolutions of the Senate (Coursework award courses)

Course Title: MASTER OF CULTURAL STUDIES

1. Requirements for the MASTER OF CULTURAL STUDIES

- 1.1 To qualify for the award of the MASTER OF CULTURAL STUDIES a student must:
 - 1.1.1 complete successfully units of study giving credit for a total of 48 credit points; and
 - 1.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Course Title: GRADUATE DIPLOMA IN CULTURAL STUDIES

1. Requirements for the GRADUATE DIPLOMA IN CULTURAL STUDIES

- 1.1 To qualify for the award of the GRADUATE DIPLOMA IN CULTURAL STUDIES a student must:
 - 1.1.1 complete successfully units of study giving credit for a total of 36 credit points; and
 - 1.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Course Title: GRADUATE CERTIFICATE IN CULTURAL STUDIES

1. Requirements for the GRADUATE CERTIFICATE CULTURAL STUDIES

- 1.1 To qualify for the award of the GRADUATE CERTIFICATE IN CULTURAL STUDIES a student must:
 - 1.1.1 complete successfully units of study giving credit for a total of 24 credit points; and
 - 1.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

SECTION 1 – APPENDIX 4: RESOLUTIONS OF THE FACULTY

Resolutions of the Faculty

Course Title: **MASTER OF CULTURAL STUDIES** **GRADUATE DIPLOMA IN CULTURAL STUDIES** **GRADUATE CERTIFICATE IN CULTURAL STUDIES**

These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses, and the relevant Resolutions of the Senate.

[Section 1]

1. Admission

- 1.1 An applicant for admission to the Master of Cultural Studies shall:
 - 1.1.1 be a graduate of The University of Sydney or another recognised institution as provided for in University of Sydney By-laws and
 - 1.1.2 have completed a Bachelor degree with a major in the humanities and social sciences provided that the applicant's work is of sufficient merit and meets a standard acceptable to the Faculty, or
 - 1.1.3 have satisfied the requirements for the award of the Graduate Diploma in Cultural Studies
- 1.2 An applicant for admission to the Graduate Diploma in Cultural Studies shall:
 - 1.2.1 be a graduate of The University of Sydney or another recognised institution as provided for in University of Sydney By-laws and
 - 1.2.2 have completed a Bachelor degree with a major in the humanities and social sciences provided that the applicant's work is of sufficient merit and meets a standard acceptable to the Faculty, or
 - 1.2.3 have satisfied the requirements for the award of the Graduate Certificate in Cultural Studies
- 1.3 An applicant for admission to the Graduate Certificate in Cultural Studies shall:
 - 1.3.1 be a graduate of The University of Sydney or another recognised institution as provided for in University of Sydney By-laws and
 - 1.3.2 have completed a Bachelor degree with a major in the humanities and social sciences provided that the applicant's work is of sufficient merit and meets a standard acceptable to the Faculty, or
 - 1.3.3 have completed at a satisfactory level courses deemed by the Dean to be equivalent to a Bachelor degree

2. Units of study

The units of study which may be undertaken for the awards in the postgraduate program in Cultural Studies are set out in the *Faculty of Arts Postgraduate Handbook*, including:

- 2.1 credit point value;
- 2.2 assumed knowledge;
- 2.3 co-requisites/prerequisites/assumed learning/assumed knowledge; and
- 2.4 any special conditions

3. Requirements for the awards

- 3.1 Requirements for the award of the Master of Cultural Studies:
 - 3.1.1 To qualify for the award, a student shall complete 8 units of study having a total value of 48 credit points, including:
 - 3.1.2 any core units of study as prescribed by the Faculty of Arts and
 - 3.1.3 elective units of study from a pool determined by the Faculty, which may include a dissertation and/or internship units of study, subject to Faculty approval
- 3.2 Requirements for the award of the Graduate Diploma in Cultural Studies:
 - 3.2.1 To qualify for the award, a student shall complete 6 units of study having a total value of 36 credit points, including:
 - 3.2.2 any core units of study as prescribed by the Faculty of Arts and
 - 3.2.3 elective units of study from a pool determined by the Faculty which may include internship units of study, subject to Faculty approval
- 3.3 Requirements for the award of the Graduate Certificate in Cultural Studies:

- 3.3.1 To qualify for the award, a student shall complete 4 units of study having a total value of 24 credit points, including:
- 3.3.2 any core units of study as prescribed by the Faculty of Arts, and
- 3.3.3 elective units of study from a pool determined by the Faculty

4. Awards

4.1 Award of the Master of Cultural Studies

4.1.1 The Master of Cultural Studies shall be awarded in two grades, namely Pass and with Merit, the latter grade to be awarded if the candidate has achieved a Distinction average across the degree

4.1.2 A candidate who has completed 36 credit points and is no longer able to complete the program may apply to the Dean to be awarded the Graduate Diploma in Cultural Studies

4.1.3 A candidate who has completed 24 credit points and is no longer able to complete the program may apply to the Dean to be awarded the Graduate Certificate in Cultural Studies

4.2 Award of the Graduate Diploma in Cultural Studies

4.2.1 The Graduate Diploma in Cultural Studies shall be awarded in one grade only, namely Pass

4.2.2 A candidate who has completed 24 credit points and is no longer able to complete the program may apply to the Dean to be awarded the Graduate Certificate in Cultural Studies

4.3 Award of the Graduate Certificate in Cultural Studies

4.3.1 The Graduate Certificate in Cultural Studies shall be awarded in one grade only, namely Pass

[Section 2]

6. Details of units of study

6.1 Students are to refer to the Table of Units of Study provided in the *Faculty of Arts Postgraduate Handbook*

7. Enrolment in more/less than minimum load

7.1 A student may not enrol in additional units of study once the requirements of 48 credit points for the award of the Master of Cultural Studies have been satisfied, without first obtaining permission from the Dean of the Faculty of Arts

7.2 A student may not enrol in additional units of study once the requirements of 36 credit points for the award of the Graduate Diploma in Cultural Studies have been satisfied, without first obtaining permission from the Dean of the Faculty of Arts

7.3 A student may not enrol in additional units of study once the requirements of 24 credit points for the award of the Graduate Certificate in Cultural Studies have been satisfied, without first obtaining permission from the Dean of the Faculty of Arts

8. Cross-institutional study

8.1 Provided that permission has been obtained in advance, the Dean of the Faculty of Arts may permit a student to complete a unit of study at another institution and have that unit credit to his/her course requirements for the Master of Cultural Studies, on condition that:

8.1.1 the unit of study content is material not taught in any corresponding unit of study at The University of Sydney and that

8.1.2 the student is unable, for good reason, to attend a corresponding unit of study at The University of Sydney

8.2 Provided that permission has been obtained in advance, the Dean of the Faculty of Arts may permit a student to complete a unit of study at another institution and have that unit credit to his/her course requirements for the Graduate Diploma in Cultural Studies, on condition that:

8.2.1 the unit of study content is material not taught in any corresponding unit of study at The University of Sydney and that

8.2.2 the student is unable, for good reason, to attend a corresponding unit of study at The University of Sydney

8.3 Cross-institutional study is not permitted in the Graduate Certificate in Cultural Studies

9. Restrictions on enrolment

9.1 Units of study which overlap substantially in content are noted in the table of postgraduate units of study in the *Faculty of Arts Postgraduate Handbook*

9.2 Such units of study are mutually exclusive and no more than one of the overlapping units may be counted towards meeting award requirements

10. Discontinuation of enrolment

10.1 A student who wishes to discontinue enrolment from an award course or a unit of study must apply to the Dean of the Faculty of Arts and will be presumed to have discontinued enrolment from the date of that application, unless evidence is provided which shows:

10.1.1 that the discontinuation occurred at an earlier date, and

10.1.2 that there was good reason why the application could not be made at the earlier time

10.2 A discontinuation of enrolment may be recorded as Withdrawn (W) or Discontinued Not to Count as Failure (DNF) where that discontinuation occurs within the timeframes specified by the University and published by the Faculty, or where the student meets other conditions specified by the Faculty of Arts

11. Suspension of candidature

11.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course. A student who wishes to suspend candidature must first obtain approval from the Dean of the Faculty of Arts.

11.2 The candidature of a student who has not re-enrolled and who has not obtained approval from the Dean for suspension will be deemed to have lapsed.

11.3 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Dean of the Faculty of Arts.

11.4 A student who enrolls after suspending candidature shall complete the requirements for the award course under such conditions as determined by the Dean.

12. Re-enrolment after an absence

12. A student must apply to the Dean in writing to recommence their candidature after a period of suspension.

13. Time limit

13.1 A student enrolled in the Master of Cultural Studies shall complete candidature within two semesters full time or a maximum of eight semesters part time

13.2 A student enrolled in the Graduate Diploma in Cultural Studies shall complete candidature within two semesters full time or up to six semesters part time

13.3 A student enrolled in the Graduate Certificate in Cultural Studies shall complete candidature within one semester full time or a maximum of four semesters part time

14. Assessment policy

14.1 Units of study are assessed in a variety of ways, namely essay, book review, class seminar, practical work. The assessment criteria for each unit of study is available from the relevant Department.

SECTION 1 – APPENDIX 5: LIBRARY IMPACT STATEMENT

I have examined the Library needs related to the proposal and certify that existing Library holdings, staffing, services and accommodation are, or will be, **adequate/ inadequate** to cover the demands that are inherent in it.

(If there are any concerns about library holdings, please address these.)

.....
for the University Librarian

.....
Date

Further comments:

Holdings:

Services/Staffing:

SECTION 2: FEE REVIEW AND FEE SETTING

Faculty: Arts

Department/School presenting the proposal: Department of Gender and Cultural Studies/School of Philosophical and Historical Inquiry

Faculty Contact person:

Assoc Prof Judith Keene (Chair, Postgraduate Matters Committee)
judith.keene@arts.usyd.edu.au

Ext. No: 16790

Dr Jennifer Milam (Assoc Dean, Postgraduate Coursework)

Ext. No: 14210

jennifer.milam@arts.usyd.edu.au

Academic Proponent: Dr Catherine Driscoll **Ext.No:**69503
catherine.driscoll@arts.usyd.edu.au

2.1.1 Type of proposal: New

2.1.2 Type of course: Postgraduate Coursework

2.1.3 Name of Award course(s)

Name of **New** Award course:

Master of Cultural Studies

Graduate Diploma in Cultural Studies

Graduate Certificate in Cultural Studies

2.1.4 Abbreviated name

MCS

GradDipCS

GradCertCS

2.1.5 Date of introduction or deletion

Introduced: Year 2008 Semester 1

2.1.6 Fee review and Fee-setting

(b) Fees for Postgraduate award course:

Postgraduate award course	Current Fees (per 1 EFTSU per annum)		Proposed Increase (%)		Proposed Fees (per 1 EFTSU per annum)	
	Local students	International students	Local	Int'l	Local students	International students
Master of Cultural Studies	N/A	N/A	N/A	N/A	12720	19680
Graduate Diploma of Cultural Studies	N/A	N/A	N/A	N/A	12720	19680
Graduate Certificate of Cultural Studies	N/A	N/A	N/A	N/A	12720	19680

PROPOSED BY:

Nominated Faculty Officer Dean of Faculty (or Delegate)

PVC (College)

APPROVAL:

Deputy Vice-Chancellor (Academic & International) / Vice-Chancellor

SECTION 3: COURSE INFORMATION FORM AND MARKETING PLAN

PART 1: COURSE INFORMATION FOR FLEXSIS

Faculty: Arts

Department/School presenting the proposal: Department of Gender and Cultural Studies/School of Philosophical and Historical Inquiry

Faculty Contact person:

Assoc Prof Judith Keene (Chair, Postgraduate Matters Committee)

Ext. No: 16790

judith.keene@arts.usyd.edu.au

Dr Jennifer Milam (Assoc Dean, Postgraduate Coursework)

Ext. No: 14210

jennifer.milam@arts.usyd.edu.au

Academic Proponent:

Dr Catherine Driscoll **Ext.No:** 69503

catherine.driscoll@arts.usyd.edu.au

3.1.1 Type of proposal: New

3.1.2 Type of course: Postgraduate Coursework

3.1.3 Name of Award course(s)

Name of **New** Award course:

Master of Cultural Studies

Graduate Diploma in Cultural Studies

Graduate Certificate in Cultural Studies

3.1.4 Abbreviated name

MCS

GradDipCS

GradCertCS

3.1.5 Date of introduction or deletion

Introduced: Year 2008 Semester 1

3.1.6 Course Code

Course Code of Existing Award Course for amendment or deletion: TBA

3.1.7 CRICOS Code

CRICOS Code of Existing Award Course for amendment or deletion: TBA

3.1.8 Short degree description (e.g. for the UAC Guide):

The Cultural Studies program focuses on how to effectively research and analyse cultural forms and practices, including questions raised around identities, communities, representation and the forms and practices of everyday life. Units offer a range of critical perspectives on culture, providing students with tools to analyse how culture is produced, circulated and changed. There are four elective pathways: Cultural Studies in Gender; Media, Society and Culture; Culture, Diversity and Difference; and Cultural Debates.

3.1.9 Full degree description (e.g. for Faculty handbook):

The Cultural Studies program focuses on how to effectively research and analyse cultural forms and practices, including questions raised around identities, communities, representation and the forms and practices of everyday life. Units offer a range of critical perspectives on culture, providing students with tools to analyse how culture is produced, circulated and changed. There are four elective pathways: Cultural Studies in Gender; Media, Society and Culture; Culture, Diversity and Difference; and Cultural Debates.

Master and Graduate Diploma candidates undertake 4 core units (Graduate Certificate candidates select two core units in consultation with the Director):

- *Arguing the Point*
- *Debates in Cultural Studies*
- *Media and Consumer Societies*
- then one unit from a pool of four applied methods units:
 - ethnographic method (*Ethnographic Method*, taught by Dept of Anthropology)
 - sociological method (*Doing Social Research*, taught by Dept of Sociology and Social Policy)
 - technology/policy studies (*Internet Standards and Politics*, taught by the Digital Culture and Communication program)
 - textual and theoretical analysis (*Youth: Idea, Image, Culture*, taught online by Dept of Gender and Cultural Studies)

In the four elective pathways, students will focus their coursework on an area of particular interest, taking a combination of required, recommended and elective units within that pathway. Students may choose from a range of postgraduate units offered by Anthropology, Art History and Theory, Asian Studies, Australian Studies, Chinese Studies, Digital Communication and Culture, Education and Social Work, English, European Studies, Film Studies, French Studies, Gender and Cultural Studies, Government and International Relations, Hebrew Biblical and Jewish Studies, History, Japanese Studies, Law, Linguistics, Media and Communications, Museum Studies, Peace and Conflict Studies, Philosophy, and Sociology and Social Policy.

Dissertation and (from 2009) *Internship* units of study will be available within the elective streams, and for these units, students will be assigned a supervisor from within the Department of Gender and Cultural Studies. The areas of specialisation of staff members include media and cultural studies, philosophy, critical race studies, visual culture, sociology, literature, post colonial theory, cultural history. Students interested in writing a dissertation or undertaking an internship should contact the degree convenor as soon as possible as there are additional requirements for these units.

Every student within the Masters of Cultural Studies program has an appointed adviser, and students are also strongly encouraged to participate in the Department's postgraduate culture, which offers both academic and collegial peer support. The structure of the program also recognises that postgraduate students require flexible course delivery, and every year units will be offered online and in intensive summer and winter blocks as well as in standard university semesters. It will also be possible to complete a number of units of study by distance education, including dissertation and internship units.

3.1.10 Level of Award:

Masters degree by coursework

Graduate Diploma

Graduate Certificate

3.1.11 Is this an Honours course?

Yes

No

Honours requirements (if applicable):

3.1.12 If the proposal is for a new award course, please indicate if the new course is the result of new resolutions for an existing course? Yes No

3.1.13 Name of award that will be conferred upon completion of course:

Master of Cultural Studies

Graduate Diploma in Cultural Studies

Graduate Certificate in Cultural Studies

3.1.14 If the proposal is for a new award course, please indicate which category the proposed course should be allocated to according to the DEST Field of Education and Discipline Area (available from the [Courses and Fees Toolkit](#) on the Academic and

International website):
 DEST Field of Education
 DEST Discipline Area

420000/09
420300/099999

3.1.15 Credit points required for the Award:

Master of Cultural Studies = 48
 Graduate Diploma in Cultural Studies = 36
 Graduate Certificate in Cultural Studies = 24

3.1.16 Location/ Campus for Student Attendance:

Camperdown & Darlington St James

3.1.17 Are students enrolling in the proposed award course subject to:

Criminal Record Check	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Prohibited Employment Declaration	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Health Records & Privacy Information Declaration	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

3.1.18 Prohibitions:

There are no special prohibitions.

3.1.19 Articulation Stream (if applicable):

Articulation is only possible within the proposed sequence:
 Master of Cultural Studies
 Graduate Diploma in Cultural Studies
 Graduate Certificate in Cultural Studies

3.1.20 Units of Study offered in proposed award course:

(a). CORE units of study

Master and Graduate Diploma students undertake these four common core units.

Graduate Certificate students undertake two core units in consultation with the Director:

WMST 6902 Arguing the Point <i>(existing unit of study)</i>	GCST 6903 Debates in Cultural Studies <i>(new approved unit of study)</i>	GCST 69AA Media and Consumer Societies <i>(new unit of study – subject to approval)</i>	METHODS UNIT OF STUDY One of – GCST 5904 Youth: Idea, Image, Culture <i>(new approved unit of study)</i> ANTH 6915 Ethnographic Method <i>(new approved unit of study)</i> ARIN 6902 Internet Standards and Politics <i>(existing unit of study)</i> SCLG 6902 Doing Social Research <i>(existing unit of study)</i>
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(b). ELECTIVE units of study

Students then choose **electives** from these proposed pathways:

Cultural Studies in Gender	Media, Society and Culture	Cultural Diversity and Difference	Cultural Debates
▼	▼	▼	▼

GCST 5902 Natures and Cultures of Bodies (<i>existing unit of study</i>)	GCST 5901 Sport, Media and Gendered Cultures (<i>existing unit of study</i>)	GCST 69BB * Identity, Place and Culture (<i>new approved unit of study</i>)	WMST 6904 Modernism, Modernity and Modern Culture (<i>existing unit of study</i>)
GCST 6905 Philosophy in the Feminine (<i>new approved unit of study</i>)	GCST 5903 Teaching Society and Culture (<i>new approved unit of study</i>)	ANTH 5901 Anthropology of the Nation State (<i>existing unit of study</i>)	GCST 59CC * Canon and Culture: Great Books in Context
ARHT 6925 Feminism and Film Theory (<i>existing unit of study</i>)	MECO 6902 Legal and Ethical Issues in Media Practice (<i>existing unit of study</i>)	SCLG 6903 New Debates in Social Theory (<i>existing unit of study</i>)	GCST 59DD * Key Thinkers
PACS 6907 Gender and the Development of Peace (<i>existing unit of study</i>)	ARIN 6901 Network Society (<i>existing unit of study</i>)	LNGS 7006 Crosscultural Communication (<i>existing unit of study</i>)	HSTY 6991 Terror in Historical Perspective (<i>existing unit of study</i>)
SCLG 6910 Social Policy International Perspectives (<i>existing unit of study</i>)	GOVT 6115 Media and International Politics (<i>existing unit of study</i>)	MUSM 7035 Ethics of Cultural Property (<i>existing unit of study</i>)	LAWS 6862 Hate Crime (<i>existing unit of study</i>)
LAWS 6075 Legal Issues in Health Care Technology (<i>existing unit of study</i>)	EDPF 6018 Film & Visual Media: Pedagogy & Practice (<i>existing unit of study</i>)	Two elective PG units of study from the School of Languages and Cultures # (<i>existing units of study</i>)	PACS 6915 Human Rights: Peace and Justice (<i>existing unit of study</i>)
WMST 6922 + WMST 6923 Dissertation Part 1 + Part 2 (<i>existing units of study</i>)	WMST 6922 + WMST 6923 Dissertation Part 1 + Part 2 (<i>existing unit of study</i>)	WMST 6922 + WMST 6923 Dissertation Part 1 + Part 2 (<i>existing unit of study</i>)	JCTC 6912 Holocaust Research: Trends and Problems (<i>existing unit of study</i>)
GCST 69EE + GCST 69FF * Internship Part 1 + Part 2	GCST 69EE + GCST 69FF * Internship Part 1 + Part 2	GCST 69EE + GCST 69FF * Internship Part 1 + Part 2	HSTY 6987 Writing the Past (<i>existing unit of study</i>)

- * Proposed units of study to be introduced in **2009**
- # Approved students may undertake **two** postgraduate units of study from any discipline within the School of Languages and Cultures e.g. two units of advanced language study in Modern Greek

SECTION 3 : COURSE INFORMATION FORM AND MARKETING PLAN

PART 2: COURSE INFORMATION FOR UNIVERSITY'S UNDERGRADUATE AND POSTGRADUATE COURSE DATABASE (FOR MARKETING PURPOSES)

3.2.1 UAC Code: (Undergraduate courses only)

3.2.2 CRICOS Code: TBA

3.2.3 Career Opportunities: This course provides advanced training for any career that requires or would benefit from skills in cultural research and analysis, including public service researchers and policy makers, non-government organisations specialising in social and cultural research and analysis or the research dimensions of social work, teachers in the area of social, cultural, film and media studies and those with responsibility for curriculum development in related areas, researchers and analysts within media and marketing organisations, researchers and administrators in cultural organisations and institutions. It also provides new skills and perspectives for writers, journalists, publishers and artists.

3.2.4 Areas of study: Cultural Studies, Media Studies, Communications, Gender Studies, Women's Studies, Studies in Society, Sociology, Anthropology, Literature, Philosophy, Social Theory, Cultural Research, Social Research, Education, Film Studies, Language and Culture

3.2.5 Assumed Knowledge: BA with a major in the humanities or social sciences

3.2.6 Minimum education requirements:

Bachelor degree (pass)

Additional information: An applicant who does not hold a BA with a major in the humanities or social sciences may be admitted to the **Graduate Certificate in Cultural Studies** provided that he or she has completed at a satisfactory level courses deemed by the Dean to be equivalent to a Bachelor degree

3.2.7 If the proposal is for a Postgraduate award course, please indicate the course method:
Coursework

3.2.8 UAI (for UG only):

3.2.9 Additional admission selection criteria: N/A

3.2.10 If the course is offered to international students please complete the following:

UAI International (for international students only): (Undergraduate courses only)

Other international student entry requirements: N/A

3.2.11 If the proposal is for a Postgraduate award course, please indicate the application closing date:

For local students, closing date for applications is

31 October for enrolment semester 1 the following year, or 30 April for semester 2 enrolment

For international students, closing date for applications is

31 October for enrolment semester 1 the following year, or 30 April for semester 2 enrolment

3.2.12 Will mid-semester intake be available for:

Commonwealth Supported students Yes No

Local fee-paying students Yes No

International fee-paying students Yes No

SECTION 3 : COURSE INFORMATION FORM AND MARKETING PLAN

PART 3: MARKETING PLAN

3.3.1 Marketing plan and strategy

The following specific strategies are structured by the four named pathways in the proposed Cultural Studies program, which are targeted at specific groups of potential students. Promotion of the program can thus be tailored to those markets.

Cultural Studies in Gender is designed with the interests of current and future researchers working in the public service and media in mind, and also potential students interested in gender and women's studies (about half of the existing pool of postgraduate coursework students in the MA (Gender Studies)).

This pathway can be marketed through existing contacts with gender studies and women's studies departments, and in fact will more clearly address the needs of the students who already enrol in the MA (Gender Studies) or inquire about enrolling. There has been too little choice for coursework students in this area, a problem which this program addresses.

Media, Society and Culture is designed with the interests of current and future teachers of "Society & Culture" and other Cultural Studies subjects at secondary and tertiary level in mind. This stream is also addressed to potential students interested in media and cultural studies (the other half of our existing pool of postgraduate coursework students in the MA Gender Studies). In this sense it is designed to be clearly distinguished from the Faculty of Arts' current Master of Media Practice, which is intended for current and future media professionals.

This pathway will directly compete with Macquarie University's new offering, targeting teachers and other educational professionals now working in the area of Cultural Studies without having any specific training in the area. Sydney should be a desirable alternative to Macquarie for this kind of training, and the Macquarie unit demonstrates a demand in this area. Precedents for this marketing can be found in the existing Sydney course, Graduate Certificate in HSC English Studies, and in the ongoing success of the Humanities Research Centre Summer School in History at the Australian National University. The Department of Gender and Cultural Studies is already in touch with the DEST Board of Studies (NSW) and members of the "Society and Culture" teacher's association. However, the central unit of study for this marketing strategy, *GCST 5903 Teaching Society and Culture*, will also address the needs of postgraduates teaching at tertiary level or looking to teach in the future at any level and the needs of students interested in the pedagogical elements of cultural studies.

Culture, Diversity and Difference is designed to cater for the interests of current and future researchers on cultural groups and cultural difference, including multiculturalism, race and ethnicity, particularly within the public service and for research corporations. The pathway will also be relevant to potential students interested in cultural diversity issues, an area not currently served well by postgraduate coursework offerings.

The question of language competency is an ongoing issue in marketing postgraduate coursework to LOTE international students, and the Cultural Studies program in this pathway could be "packaged" with a one semester language course as an eighteen month program, further enriching the qualifications and the experience offered to international students e.g. a full time Graduate Certificate in Bilingual Communication and Culture undertaken in the semester prior to commencing a Master of Cultural Studies pursuing the *Cultural Diversity and Difference* pathway. Marketing such a package would benefit from emphasising the available School of Languages and Cultures units included in the pathway and other units currently being planned and proposed by that School, so that students are better able to use their existing LOTE competency within their postgraduate course.

Cultural Debates is designed with the interests of "festival of ideas" patrons in mind, and to attract potential students with a special personal interest in further research. These units would also be available to non-award students. The unifying theme for this stream is a focus on "key thinkers" and "great debates" and there are no internship or dissertation options suggested.

This pathway provides an avenue for those students who have a personal, rather than vocational or other professional, interest in returning to or continuing with further education. It assembles a range of units on crucial cultural issues around survey-style courses designed to put those current issues in a scholarly context. This stream could be effectively marketed through organisations and locations that already attract this group of potential students – “ideas” festivals and bodies like Sydney’s Centre for Continuing Education.

APPROVALS

Nominated Faculty Officer

Dean of Faculty (or Delegate)

SECTION 4: INTERNATIONAL STUDENT ADMINISTRATION REQUIREMENTS

Faculty: Arts

Department/School presenting the proposal: Department of Gender and Cultural Studies/School of Philosophical and Historical Inquiry

Faculty Contact person:

Assoc Prof Judith Keene (Chair, Postgraduate Matters Committee) **Ext. No:** 16790
judith.keene@arts.usyd.edu.au

Dr Jennifer Milam (Assoc Dean, Postgraduate Coursework) **Ext. No:** 14210
jennifer.milam@arts.usyd.edu.au

Academic Proponent:

Dr Catherine Driscoll **Ext.No:** 69503
catherine.driscoll@arts.usyd.edu.au

4.1.1 Type of proposal: New

4.1.2 Type of course: Postgraduate Coursework

4.1.3 Name of Award course(s)

Name of **New** Award course:
Master of Cultural Studies
Graduate Diploma in Cultural Studies
Graduate Certificate in Cultural Studies

4.1.4 Abbreviated name

MCS
GradDipCS
GradCertCS

4.1.5 Date of introduction or deletion

Introduced: Year: 2008 Semester: 1

4.1.6 Course Code

Course Code of Existing Award Course for amendment or deletion: N/A

4.1.7 CRICOS Code

CRICOS Code of Existing Award Course for amendment or deletion: TBA

4.1.8 Marketing plan and strategy

This program will require very active marketing (advertising and publicity) both nationally and internationally prior to implementation. This should be done cooperatively by the participating faculties, but will be led by the Faculty of Arts and the International Office.

The Faculty of Arts already has a proven marketing strategy for Master programs in Cross-cultural Communication, Media Practice, Strategic Public Relations and Development Studies. Marketing of the Master of Cultural Studies will initially be incorporated into that strategy as part of a suite of interrelated programs in postgraduate coursework.

4.1.9 Availability of Course

Will international students be able to enrol full-time?

Yes No

4.1.10 Mode of Study

Will international students be able to study the proposed course in "face-to-face" mode for at least 75% of the time each semester?

Yes No

4.1.11 Incidental (Ancillary) Fees

Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions?

No

4.1.10 Commencement Semester

Indicate whether entry to the course is possible in each semester.

SEM1 ONLY SEM1or 2 SEM2 ONLY

If entry is permissible in Semester 2, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase?

Entry in semester 2 will not affect availability of core options, which will be taught every year. Not all elective units will be offered every year, but an equivalent range of unit choices will be available in each year regardless of the semester students enrol.

4.1.11 English Language Requirements

Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?

No

APPROVALS

.....
Dean or delegate

The Proposed Course is suitable for CRICOS registration and International Office processing.

.....
Director International Office

SECTION 5: PLANNING SUPPORT OFFICE

Faculty: Arts

Department/School presenting the proposal: Department of Gender and Cultural Studies/School of Philosophical and Historical Inquiry

Faculty Contact person:

Assoc Prof Judith Keene (Chair, Postgraduate Matters Committee)

Ext. No: 16790

judith.keene@arts.usyd.edu.au

Dr Jennifer Milam (Assoc Dean, Postgraduate Coursework)

Ext. No: 14210

jennifer.milam@arts.usyd.edu.au

Academic Proponent:

Dr Catherine Driscoll

Ext.No: 69503

catherine.driscoll@arts.usyd.edu.au

5.1.1 Type of proposal: New

5.1.2 Type of course: Postgraduate Coursework

5.1.3 Name of Award course(s)

Name of **New** Award course:

Master of Cultural Studies

Graduate Diploma in Cultural Studies

Graduate Certificate in Cultural Studies

5.1.4 Abbreviated name

MCS

GradDipCS

GradCertCS

5.1.5 Date of introduction or deletion

Introduced: Year 2008 Semester 1

5.1.6 Estimated percentage distribution of load across departments in one or more faculties:

Faculty	Department	Estimated percentage of load
Arts	Gender and Cultural Studies	60
Arts	Anthropology	6
Arts	Sociology	5
Arts	Digital Communication and Culture	5
Arts	English	3
Arts	History	2
Arts	Linguistics	3
Arts	Museum Studies	1
Arts	Media and Communications	4
Arts	Peace and Conflict Studies	1
Arts	Art History and Theory	1
Arts	Koori Centre	1
Arts	Philosophy	2
Arts	School of Languages & Cultures	3
Law	Law	1
Economics & Business	Government and International Relations	1
Education & Social	Education	1

Work		
------	--	--

5.1.7 Number of semesters required to complete the course in minimum time

Master of Cultural Studies = 2 semesters

Graduate Diploma in Cultural Studies = 2 semesters

Graduate Certificate in Cultural Studies = 1 semester

5.1.8 Estimated Student Enrolments (i.e. Head Count)

Estimated Student Enrolments		2008	2009	2010
Commonwealth-supported	Full-time	0	0	0
	Part-time	0	0	0
Local fee-paying	Full-time	4	7	9
	Part-time	6	12	16
International fee-paying	Full-time	5	9	12
	Part-time	0	0	0
Total Student Enrolments		15	28	37

5.1.9 For undergraduate degrees only, please indicate the expected 'carry-on' rate from one academic year to the next.

e.g. the number of students in first year in year 'n' expected to re-enrol in second year in year 'n+1'.

5.1.10 IMPORTANT The University operates within a fixed target for Commonwealth Supported load. Any new course proposals which include intakes of Commonwealth Supported (HECS) students must be accompanied by an indication of a corresponding reduction in the HECS intake to another degree of similar duration offered within the same Faculty.

Details of proposed reduction: N/A

APPROVALS

Nominated Faculty Officer

Dean of Faculty or delegate

MCS Appendix A

Master of Cultural Studies Program

The Master of Cultural Studies program includes a disciplinary core and then four specific pathways that build on this core to provide students with clear choices between methods and emphases. These pathways are:

- Cultural Studies in Gender
- Media, Society and Culture
- Culture, Diversity and Difference
- Cultural Debates

Within this overall frame it is also possible for students to take shorter programs leading to a Graduate Certificate or Graduate Diploma in Cultural Studies.

The Master of Cultural Studies Core

Core units will be offered every year and by 2010 also be available in an alternate session (Summer or Winter School or online) to maximize flexibility for students. Asterisks mark units that are being considered for online delivery.

The core units consist of three prescribed units and one of four research skills units. Having some choice at this core level allows students more flexibility as to content and timetabling. All core units will be available only to postgraduate (and thus not Honours) students in order to better cater to their learning needs and foster a sense of community among coursework students.

- **Methods & Writing for Cultural Studies [WMST6902 (changed to GCST6901)]**
This is a slightly changed version of the successful WMST6901 Arguing the Point, which is currently available to Honours and postgrad students doing Gender Studies. The unit will be split into Arguing the Point (for Honours students) and this unit, which will serve postgraduate coursework students.
- **Debates in Cultural Studies* [GCST6902]**
This is a new unit offered from 2008, covering core disciplinary concepts and debates for students who may not have done undergraduate work in Cultural Studies and are unlikely to have an Honours degree. This is the only new core unit proposed for the program.
- **Media and Consumer Societies [WMST6903 (changed to GCST6903)]**
This is the existing unit WMST6903 Gender, Media and Consumer Societies (an application to change the title is already underway), which will be restricted to postgrad students from 2008 under this proposal.
- The final core unit is chosen from the following. Some may not be offered every year but the program convenor will ensure that at least two are available every year and at least one in an alternate session, online, or in intensive mode.
 - Youth: Idea, Image, Culture* [GCST5904. Offered from 2008.
 - or** Ethnographic Method [ANTH6914]
 - or** Internet Standards and Politics [ARIN6902]
 - or** Doing Social Research [SCLG6902]

The designated pathways

The Master of Cultural Studies will require candidates to complete four further units beyond the “core” units, and it is in these pathways that students are invited to specialise their program. Each pathway consists of its own set of recommended units and cross-listed options appropriate to the field it covers. Units listed within the pathways may be postgraduate only or a mix of postgraduate and Honours students, depending on the department and the convenor. Some cross-listed units may not be offered every year, but the program convenor will ensure there are always sufficient options for a full-time student to complete each pathway.

Special conditions for the dissertation and internship are noted below.

Cultural Studies in Gender

Students will take the following as their fifth and sixth units:

- Nature and Culture of Bodies [GCST5902]
- Philosophy in the feminine [GCST6905]
A new unit based on existing expertise in the department to be offered from 2008, which will survey gender and sex in and through philosophy.

The final two units will be chosen from the following:

- Dissertation 1 [WMST6922 (changed to GCST6922)] **and** Dissertation 2 [WMST6923 (changed to GCST6923)]
- **or** Internship Placement [GCST6920 – new unit from 2009 (see below)] **and** Internship Project [GCST6921 – new unit from 2009 (see below)]
- **or two** of the following units:
 - Feminism and Film Theory [ARHT6925]
 - Gender and the Development of Peace [PACS6907]
 - Comparative Family Law and Society [LAWS6812] / Law, Ageing and Disability [LAWS6072] / Legal Issues in Health Care and Technology [LAWS6075]
 - Ethics and Private Life [SCLG6904]
 - National Health and Welfare Systems [SCLG6915]
 - Social Policy International Perspectives [SCLG6910]
 - Work and Family: International Perspectives [GOVT6337]
 - Muslim Women: Realities and Challenges [ARIS6902]

Media, Society and Culture

Students will take the following as their fifth and sixth units:

- **either** Sport, Media and Gendered Culture [GCST5901]
or Music Media and Music Cultures* [GCST5907 – new unit from 2010]
A new unit based on existing expertise, partly online and partly face to face, possibly designed and co-taught by GCST with a combination of the following: ARIN, MECO, MUSC. 25-35% GCST. Offered from 2010.
- **and either** Teaching Society & Culture* [GCST5903]
A new unit taught intensively in summer school. Designed to provide specific tools and skills for teaching in the Society and Culture stream at secondary school, and to provide transferable skills for teaching in related areas, including at tertiary level. A consulting group will finalise the curriculum in 2007, but at present it is planned as 40% GCST, and 20% each ANTH, MECO and SCLG.
or Legal & Ethical Issues in Media Practice [MECO6902]

The final two units will be chosen from the following:

- Dissertation 1 [GCST6922] **and** Dissertation 2 [GCST6923]
- **or** Internship Placement [GCST6920 from 2009] **and** Internship Project [GCST6921 from 2009]
- **or two** of the following units:
 - Issues in Mass Communication [ENGL6912]
 - Network Society [ARIN6901]
 - Issues in Digital Cultures [ARIN6910]
 - International Media Content Regulation [MECO6921]
 - Digital Research and Publishing [ARIN6912]
 - Canon and Culture: Great Books in Context [GCST5905 from 2009 (see below)]
 - Modernism, Modernity and Modern Culture [GCST6904]
 - Technologies of Print Media [ENGL6916]
 - Learning and Teaching Thinking Skills [EDPE6013]
 - Film & Visual Media: Pedagogy & Practice [EDPF6018]
 - Youth: Idea, Image, Culture [GCST5904]*
 - Public Opinion, Policy & Public Sphere [MECO6913]
 - Literary Journalism [MECO6906]
 - Internet Standards and Politics [ARIN6902]
 - Magazines and Australian Print Culture [ENGL6970]
 - Language, Society and Power [LNGS7002]
 - Media and International Politics [GOVT6115]

Culture, Diversity and Difference [available from semester 1, 2009]

Students will take the following as their fifth and sixth units:

- Identity, Place and Culture [GCST6906 – new unit from 2009]
A new unit based on existing expertise, which may be co-taught with ANTH and/or KOCR. 60-100% GCST from 2009.
- **and one of the following**
 - Custom Conflict and the State [ANTH6912]
 - Anthropology of the Nation State [ANTH5901]
 - New Debates in Social Theory [SCLG6903]
 - Cross-Cultural Communication [LNGS7006]

The final two units will be chosen as follows:

- Dissertation 1 [GCST6922] **and** Dissertation 2 [GCST6923]
- **or** Internship Placement [GCST6920 from 2009] **and** Internship Project [GCST6921 from 2009]
- **or any two** approved postgraduate units from within a single discipline in the School of Languages and Cultures. The following combinations are recommended:
 - ASNS6900 Contemporary Asian Societies & ASNS5902 Research Methods in Asian Studies
 - ASNS6901 Japan in the Western Imagination & JPNS6908 Issues in Contemporary Japan I
 - CHNS5982 Approaches to Research on Modern China & CHNS6975 Society and Individual in Post Mao China
 - EUST6901 European Cinema & National Identities & EUST6900 European Identity & Cultures

- FRNC5903 Minorities in French Cinema & FRNC5904 Words, Images and Traces
- JCTC6908 The Australian Jewish Experience & JCTC6912 Holocaust Research: Trends and Problems
- **or two** of the following units:
 - Cross Cultural Art [ARHT5904]
 - Language, Society and Power [LNGS7002]
 - Language and Identity [LNGS7109]
 - Tourism, Globalization, and Communication [LNGS7890]
 - Ethics of Cultural Property [MUSM7035]
 - Indigenous Australians and the State [ANTH6913]
 - Australia and Asia: Cultural Encounters [ASTR6914]
 - Contemporary Asian Societies [ASNS6900]
 - Sydney: Sites, Cultures and Communities [ASTR6910]
 - European Cinema & National Identities [EUST6901]
 - Cosmopolitanism and Community [PHIL5921]
 - International Politics of Human Rights [GOVT6117]
 - Globalisation and Governance [GOVT6123]

Cultural Debates [available from semester 2, 2009]

Students will take the following as their fifth and sixth units:

- Canon and Culture: Great Books in Context [GCST5905 – new unit from 2009]
A new unit based on existing expertise focusing on the cultural study of literature and literary canons and debates about cultural canonisation. Co-taught: 50% ENGL and 50% GCST from 2009.
- **either** Modernism, Modernity and Modern Culture* [WMST6904 (changed to GCST6904)]
or Key Thinkers [GCST5905 – new unit from 2009]
A new unit based on existing expertise to be co-taught with PHIL. It will focus on introducing key ideas from famous philosophers and cultural critics. 50-60% GCST from 2009.

The final two units will be chosen from the following:

- Terror in Historical Perspective [HSTY6991]
- Rights and Norms [PHIL7607]
- Film Theory: Art, Industry, Culture [ARHT6930]
- Holocaust Research: Trends and Problems [JCTC6912]
- Writing Wrongs [ENGL6939]
- Music Media and Music Cultures* [GCST5907 from 2010]
- Human Rights: Peace and Justice [PACS6915]
- Nature and Culture of Bodies [GCST5901]
- Writing the Past [HSTY6987]
- Hate Crime [LAWS6862]
- Young People, Crime and the Law [LAWS6192]
- Globalism, Internationalism, and the UN [HSTY6994]
- Writing History for Publication [HSTY6997]

The internship program

Only students for whom appropriate internship placement can be found will be permitted to enroll in this unit.

The internship program will be organised as follows: "Internship Placement" and

"Internship Project" will be offered in every standard semester, but only available as a combination across two (not necessarily consecutive) semesters; supervision of either or both may also be online if student and supervisor agree; and supervision will be arranged by the convenor according to the area of the internship.

"Internship Placement" requires a total of up to three weeks placed in an approved workplace, which may be taken in full-time or part-time blocks as arranged with the workplace supervisor and will be assessed by a journal and 1500w report. The subsequent "Internship Project" will require a 5000w research essay drawn from the internship experience.

The dissertation units

Dissertation 1 and 2 will be offered every standard semester but must be taken as a combination across two (not necessarily consecutive) semesters. Supervision of either or both may be online if student and supervisor agree. Supervision will be arranged by the convenor according to staff availability in an appropriate area of expertise.

Dissertation 1 will also have the following pre-requisites:

- Students wishing to undertake a dissertation must provide a 500w research proposal to the postgraduate convenor when confirming their program.
- A co-requisite for Dissertation 1 is Methods & Writing for Cultural Studies and one further "core" unit.

Assessment for Dissertation 1 is satisfactory completion or not. Dissertation 2 is assessed by a thesis of 10,000 words.

Graduate Diploma and Graduate Certificate

The Graduate Diploma in Cultural Studies

The Graduate Diploma in Cultural Studies will require that candidates complete six units of study, four of which must be the Masters "core" units. Graduate Diploma students may choose their final two units from any listed for the Masters program, excluding dissertation options. By application to the convenor there may be variations on the requirement of completing all four core units.

Internship units are available to Graduate Diploma students for whom appropriate placement can be found, in order to encourage potential students whose employers will fund a Graduate Diploma to enter the program with maximum flexibility. This could be particularly marketed as training in "applied cultural research" to the public service.

There will be one recommended stream in the Graduate Diploma.

Graduate Certificate

The Graduate Certificate in Cultural Studies will require that candidates complete GCST6902 Debates in Cultural Studies plus one other unit listed across the "core" units. Their final two units can be chosen from any listed in the program, excluding dissertation and internship options.

There are no recommended pathways currently planned for the Graduate Certificate in

Cultural Studies, although it will be recommended as a way of assisting potential MA candidates who wish to undertake a dissertation but do not have prior research skills to develop them and then enroll in the Master of Cultural Studies degree on successful completion of the Graduate Certificate. Masters candidates who have already completed the Graduate Certificate within the same program will of course not be able to take the same units in the second degree, and their adviser will guide them in choosing suitable replacements from across the program as a whole.

MCS Appendix B

Proposal for a Graduate Program in Cultural Studies at Sydney University Comments

There are usually two reasons for independent review of the proposals for new courses. The first is to establish that the proposal is within the disciplinary domain of the broad curriculum field (that is, it is *like* others). This is usually considered a reasonable benchmark for quality and academic standing. The other is that it is *not* like others - due to the extent that it has established a separate market niche. This is especially the case for postgraduate courses requiring the payment of upfront fees.

With respect to the first point, the structure, rationale and range of subject choices in the 'Proposal for a Graduate Program in Cultural Studies' are broadly consistent with cultural studies curricula at a postgraduate level around Australia. The quality of the staff leading this proposal is also a strong indicator of quality and standing of this program. On the second point, the market niche looks viable. Sydney is the largest market for postgraduate coursework programs, with its leading range and depth of professional employment opportunity vis-à-vis other urban centres in Australia. The only direct competition seems to be that in the area of the HSC teaching qualification where this program will provide direct competition for the Macquarie offering. The diverse range of cohorts being targeted in the five pathways should ensure that a sufficient pool of interested applicants underpin the financial viability of the program.

Comparisons of this program with those in the Group of Eight are, practically speaking, only relevant with respect to the first point – the quality and standing of the program in academic terms. The comparisons with program offerings in the Sydney basin (Newcastle – Wollongong) are relevant in particular for the second point – a viable market niche for the program.

The internship option is a clearly distinctive feature of the program, and should prove attractive to a range of potential enrollees. The fact that the dissertation is optional is important as, from experience, there will be a number of students who will prefer to avoid large-scale written dissertations which require a relatively deep grounding in the discipline.

The balance between truly postgraduate offerings (in 'level' rather than in 'time') and those which seem to be able to be offered to both honours and postgraduate students will be important to maintain. There does not seem to be a clear statement of a maximum number of units that may be allowed outside of the 'postgraduate in level' offerings.

There is nothing in the proposal that goes to the question of fee levels, projected student numbers and other factors which may give an indication of the financial viability

of the proposal. Will the fee levels be set in ways that have taken account of the diversity of potential cohorts?

There is nothing in the document to suggest a clear strategy to attract international students, apart from the brief commentary on IELTS levels. Most postgraduate course work programs in Australia contain significant numbers of International students.

The degree of flexibility in mode of offer will be a strong feature of the program. The commitment to moving forward in the area of online unit offerings is to be congratulated, however the resource implications of teaching at distance and on online technology platforms must be factored in to any realistic resource proposal for the new program.

Thank you for the opportunity to comment on what is, overall, an excellent initiative.

Stuart Cunningham
6 November 2006

MCS Appendix C

Curtin University of Technology	Masters (and shorter courses) in “Communications and Cultural Studies”	The first CS program in Australia
http://www.handbook.curtin.edu.au/courses/19/197203.html http://www.handbook.curtin.edu.au/courses/18/184807.html		
Macquarie University	Graduate Certificate/Diploma in Cultural Studies	New online only coursework awards from 2006.
http://www.international.mq.edu.au/study/areas_coursedetails.aspx?cse=401&CurrentYear=2007&Location=Online&CourseLevelID=1&StudyOptionID=5&mi=710 http://www.ccs.mq.edu.au/newoffering/		
RMIT	Master of Arts (Communications)	Specifically marketed as Cultural Studies.
http://www.rmit.edu.au/browse/Study%20at%20RMIT%2FTypes%20of%20study%2FPostgraduate%20Programs%2Fby%20interest%20area%2FCommunications%2F;ID=MC080;STATUS=A http://www.rmit.edu.au/browse;ID=MC080;STATUS=A;VIEW=INTL;PAGE_AUTHOR=Kalbitzer,%20Sybille		
University of Melbourne	Masters (and shorter courses) in “Cultural Studies”	New/draft program for 2007 (now under restructuring review)
http://www.english.unimelb.edu.au/postgraduate/programs.html https://psc.unimelb.edu.au/view/course_stream/089-CU.html https://psc.unimelb.edu.au/view/course_stream/069-CU.html https://psc.unimelb.edu.au/view/course_stream/377-CU.html https://psc.unimelb.edu.au/view/course_stream/095-CU.html		
UTS	Graduate Certificate and Graduate Diploma in Cultural Studies; Master of Arts (Social Inquiry)	Specifically targeted to Cultural Studies (now under review).
http://www.handbook.uts.edu.au/2005/hss/pg/index.html http://www.handbook.uts.edu.au/2005/hss/pg/c04211.html http://datasearch.uts.edu.au/hss/courses/course_details.cfm?spk_cd=C04204&spk_ver_no=2		
UWA	Masters (and shorter courses) in Communications Studies	Specifically marketed as Cultural Studies.
http://courses.handbooks.uwa.edu.au/courses/c1/1150		

MCS Appendix D

Report on Benchmarking evaluation of Research-Led Teaching.

Department of Gender Studies, University of Sydney, June 2004

1. Rationale

This report outlines the observations made and conclusions drawn from a benchmarking visit to the Department of Gender Studies at the University of Sydney, June 9 & 10, 2004. Preparation for this visit was assisted by submissions from the Department which provided details of the Department's teaching and research programs, staff profiles, student numbers, postgraduate enrolments, as well as staff and postgraduate research projects and interests. All current members of the Department were interviewed individually, and there were meetings with groups of staff and students to address the following topics:

- Integrating research with undergraduate teaching
- Interdisciplinary research
- Curriculum development, MA Coursework and related issues
- Graduate and Honours student experiences
- Research grant applications.

This benchmarking exercise focused on research-led teaching. Gender Studies is a small but research-intensive department; all members are active researchers mostly teaching within areas of their expertise. The Department has deliberately forged an interdisciplinary research culture revolving around gender and cultural studies, and they wished to evaluate their degree of success at undergraduate and postgraduate levels. Further, they also wished to prosecute the University policy on research-led teaching which emphasizes that the department should:

- Integrate research at all levels of teaching
- Enhance students' capacities to conduct research
- Develop strategies for the integration of research and teaching.

2. Summary

The Department's performance in the areas specified for bench-marking is as close to exemplary as the University could desire. All staff are research active, some of them clearly leading their fields, and there is a rich, explicit and organic, connection between their research interests, their undergraduate program, and their postgraduate supervision. The activities of staff are subject to close and supportive mentoring from the Chair of the Department, Professor Probyn, and postgraduate students experience a quality of supervision from Prof Probyn, Dr Driscoll, Dr Lusty, Dr Probyn and Dr Seccomb that is exceptional in its consistent focus upon their personal and professional development as well as their integration into the full range of the Department's activities.

This is a particularly stimulating and supportive environment for postgraduate study. There are many opportunities for postgraduate students to present their work, to teach in the undergraduate program, to work on staff projects, and to seek advice from staff about their plans for their research and their careers. Undergraduate students also

benefit from the close relation between teaching and research; they are encouraged to develop their own projects and case studies within many units, and to recognize the importance of research in this field.

The size of the Department carries benefits in the closeness of the staff-student relationships, but it also holds challenges for the future if and when the numbers of staff and the range of unit offerings increases. However, my overall assessment is that there is an extremely strong and direct relationship between the research and teaching performance of this Department across the full range of its activities.

In terms of research performance and the research culture of the Department, it has been highly successful in competition for external grants and in its efforts to create a strongly collegial and supportive environment for research development at all levels. There are opportunities to think a little more strategically about what can be achieved in the future, however, and some potential for the School to empower the Department to take more responsibility for their developmental activities.

3. Research-led teaching in the undergraduate program

Staff members' own research is thoroughly integrated into the undergraduate teaching and there are many subjects that offer students the opportunity to conduct their own case studies or small research projects. This is the result of a deliberate and principled strategy to foreground the research activity of staff in the undergraduate offerings, but it does seem to have operated relatively informally. Consequently, there is no formal strategy for the next generation of changes: of rotating subjects and approaches as numbers and staffing interests change -- but as the number of units offered doesn't. It is certainly true that flexibility has been built into the design of offerings so that they can be modified by individual staff members, but I can see a point down the track when curriculum design might become an issue. This is not an urgent problem but one that may need to be addressed in the future in terms of setting up a means of managing this process so as to accommodate changes and shifts in research focus, the competing interests of members of staff, and the desired balance between integration and flexibility (see **Recommendation 1**).

Among the strategies used to integrate research into undergraduate teaching are the following: setting staff publications and research projects as required reading, as test cases, and as objects of examination and analysis; opportunities for students in certain undergraduate subjects to develop their own case studies or research projects as part of the assessment process; interaction with research currently being conducted by their tutor or lecturer. A large number of the undergraduate subjects engage directly with the subject convenor's own current research projects (for example, WMST 2012, WMST 2008, WMST 2011, WMST 2009, WMST 2004). This is a pedagogic strategy, as well as a means of foregrounding specific research topics.

There was not the opportunity to speak to significant numbers of undergraduate students, although many of the graduates I met had completed their undergraduate degrees in the Department. My guess is that the undergraduates tend not to think of the teaching they have received as research-led; rather they commented on the 'real-world' dimension of working so closely to their lecturer's actual research projects. Students reported that this approach made these subjects more immediate, the benefits of the theory being learned more clearly evident, and also enhanced their sense of being taught

by academics who were leaders in their field. Honours and postgraduate students also indicated that their exposure to their lecturer's research projects and issues was a motivating factor in their decision to pursue a research degree.

Difficulties were reported in developing interdisciplinary units, taught by staff from several Departments or Schools and exploiting the links between, for instance, teaching in Philosophy and Dr Seccomb's work in Gender Studies. Different orientations and pedagogic cultures have made such connections problematic even though the work of this Department is, and must be, inherently interdisciplinary. At present the best prospects seem to be with the Media program in the School of English, however it must be said that the potential for this kind of work is still complicated by territorial disputes between disciplines, Schools and administrative jurisdictions rather than by a lack of interest among the academic staff (see **Recommendation 2**).

4. Research-led teaching in the postgraduate program

Research training is the paramount concern for the Honours and postgraduate programs. The key element is the core Honours subject, 'Arguing the Point'. This equips students to develop their own research projects by explicitly using staff members' research publications as a means of demonstrating the step-by-step process of developing a research project. It is a rigorous and cleverly designed subject; according to student feedback it has been an outstanding success. Importantly, the unit provides postgraduates with a backbone of methodology and argument for their work – something that is especially necessary for those working in interdisciplinary areas (as are so many of these students). It is also especially necessary when there seems to be no undergraduate unit which deals with research and writing skills as its primary focus.

It was noted that students currently require a relatively small number of subjects for their Gender Studies major: 4 at present. The problem this entails, of generating a sufficiently sophisticated background through such a limited number of subjects, seems to be addressed by the proposal to increase the number of subjects in the major to 6. There is still a problem at Honours level, however, in the Department's dependence upon units taught in other departments. Students reported difficulty at times in enrolling in subjects cross-listed with other departments, and in determining the accuracy of their information on what cross-listed subjects were available. While I recognize the resources issues here in terms of administrative support, ideally, it would be better if the whole Honours program could be taught within the Department (see **Recommendation 3**).

The discussions with postgraduate students indicated that most if not all had come to study at Sydney because they had encountered staff members' research as undergraduates, and so the relationship between staff research and postgraduate projects is extremely direct. The Department's developing practice of selecting students extremely carefully in order to ensure a close fit between their interest/expertise and their students' projects is an admirable and effective one.

For postgraduate study, Professor Probyn is clearly a major drawcard and some students are attracted in order to work with her, specifically, rather than to simply study at Sydney. While this is as one would want it, there may be issues about the visibility of the Department as a whole within the sector affecting the capacity of the more junior, but highly qualified and extremely capable, staff to attract students. This relates to the Gender Studies label, which nominates an area of focus or content rather than a

methodological orientation (which is largely cultural studies) and thus may be slightly misleading (for instance, it leaves out the strong interest in popular culture, which is not exclusively organized around issues of gender). Given the surprising absence of an explicit location for work in cultural studies within the University of Sydney (considering its increasing prominence in the sector as an area for postgraduate study over the last twenty years), this might be something the School could address as it must affect postgraduate recruitment to this Department (see **Recommendation 4**).

Research training for the postgraduates is excellent. They have opportunities to teach, to work as research assistants on staff projects, and they are supported in their aspirations to present their work and to network at conferences as well as in regular seminars in the Department. Grant applications are workshopped, and opportunities actively sought by staff. At present, though, part-time teachers report that their student evaluations are not routinely returned to them; if this is the case, this should be corrected so that postgraduates can provide evidence of their teaching performance to prospective employers. In addition, postgraduates doing part-time teaching would benefit from a more formal process of mentoring, which would produce regular feedback and a source of teaching references in the future (see **Recommendation 5**).

The development of the MA coursework program is a good initiative, well planned and likely to attract significant interest. Its focus is also closely related to staff research interests.

5. Research culture, training, mentorship and professional development

The Department of Gender Studies has a highly collegial environment and enjoys the benefits of an exceptionally committed and inspirational chair in Professor Probyn. She discharges her mentoring responsibilities with great energy, astute judgment, and effect, and staff were highly appreciative of her efforts on their behalf. It is a heavy load, however, and if appointments were to come in the future as the numbers expand, a further senior appointment would be important as a means of sharing some of the load that Professor Probyn carries (see **Recommendation 6**).

The Department's research performance is exceptional, with a high success rate and an extremely strong publication output. In this regard, too, Professor Probyn provides a valuable role model for her staff. Indeed, the Department's staff provide exemplary role models in their own right: Dr Driscoll now has an ARC Discovery grant, and Dr Probyn and Dr Lusty each have highly competitive applications in the current round, while Dr Seccomb is building her track record in advance of another ARC application.

While the Department is supportive of staff research careers in every way it can be, there are a number of impediments which seem to me might easily be removed. There are Faculty and University programs which generate funds for conference travel and small research costs, but they seem to effectively limit staff to one conference per year. In a Department with this level of research activity this is a limitation which must impede dissemination of their work, and the level of influence they generate nationally and internationally.

Further, the start-up allocations to new staff are comparatively low by Group of Eight standards, at \$5,000. (The University of Queensland, for instance, provides \$12,000). In addition, there is little in the way of internal research funding programs which might assist mid-career staff – those who are now past the Early Career Researcher

category but not yet fully competitive at the ARC Discovery level. This is increasingly being seen as the location of most need, which external programs tend to ignore.

Given the Department's success in attracting undergraduates, postgraduates, and external research funds, one would imagine that there would be some level of research performance related funds that would be available for strategic use in supporting the Department's research activities. Surprisingly, it was difficult for the Department to provide me with information about this since they did not, apparently, receive a regular account of their own research earnings (ie external grant dollars, HDR enrolments, HDR completions, and publications income). Without transparency in these matters it is difficult to see how the Department can be empowered to plan strategically and productively to support its research activities – something the School must want it to do. If there was one clear impediment to the further development of the research culture in the Department, it is the lack of transparency on budget matters that prevents it from translating its success in research activity into developmental programs (see **Recommendation 7**).

Staff reported that the University had encouraged the establishment of research clusters as a means of encouraging interdisciplinary research, but that so far there had not been any major practical outcomes in their particular areas. There is certainly the capacity for staff in this Department to develop joint research projects with staff elsewhere in the Faculty. It would seem desirable for the Department to take the lead on this, rather than wait for a University initiative, in developing two kinds of strategic plans for their research activities in the future: the elaboration of a shared view of what might be their research priorities over the next few years – aimed at developing concentrations for external grant applications, for instance – and the prosecution of establishing an interdisciplinary research concentration with another group such as the Media Studies staff, where it is possible to build on the links already established between Prof Probyn and Assoc Prof Lumby. For these to have any chance of achieving actual outcomes, though, there has to be some prospect of initial internal funding –either through the Faculty, the School, or through the discretionary use of the Department's own research earnings (see **Recommendation 8**).

The outcome of this kind of strategic development could be a large program of related research projects, spread over five years, and suitable for ARC Discovery funding.

6. Conclusion

It was a pleasure to deal with an academic unit of this quality. I was impressed by the commitment and potential of the staff, the enthusiasm of the students, and with the sense of a shared project which united staff and postgraduate students in particular. On the evidence of this examination, the Department of Gender Studies is serving the University of Sydney well. Nevertheless, as indicated above, there are a number of areas where attention is merited and as a result I have listed my recommendations below.

7. Recommendations

1. That the Department articulate an explicit plan or set of principles for managing the integration of research interests into a developing undergraduate and postgraduate coursework program, formalizing the practices or principles currently being employed.
2. That the Department persist in its efforts to generate interdisciplinary teaching collaborations within the Faculty. In the first instance, a concerted effort to develop such collaborations with staff in the Media program is recommended.
3. That the Department continue its attempts to develop a full complement of units taught by the Department for the Honours program.
4. That, given the importance of the methodologies and approaches of cultural studies to research and teaching in the Department, the issue of the nomenclature of the Department be revisited.
5. That the Department consider establishing a mentoring system for the postgraduates who are teaching in their program, to provide feedback and training.
6. As new appointments become available, it is recommended that a senior appointment (at Level D or E) should be given top priority.
7. That the School provide a more transparent budgetary environment to enable the Department to plan and implement strategies for enhancing research development.
8. That the Department discuss the establishment of a set of strategic research priorities as a means of focusing their research efforts, and explore the possibility of an interdisciplinary research concentration around shared interests with staff in the Media program.

25 June, 2004

Professor Graeme Turner

Director, Centre for Critical and Cultural Studies, University of Queensland

MCS Appendix E

Goldsmiths College, University of London	Centre for Cultural Studies	Master of Cultural Studies
http:// www.goldsmiths.ac.uk/cultural-studies/		
University of Cambridge	Institute of Continuing Education	Certificate Programme in Cultural Studies
http://www.cont-ed.cam.ac.uk/uploads/1156240475-certcultural.pdf		
MIT	School of Humanities, Arts and Social Sciences	Master of Comparative Media Studies
http://web.mit.edu/catalogue/degre.human.compa.shtml		
University of California Berkeley	Rhetoric at	PhD program (with compulsory coursework)
http://rhetoric.berkeley.edu/graduate.html http://rhetoric.berkeley.edu/areas/literary_cultural.html		
Harvard University	Harvard Extension School	Masters program.
http://search.harvard.edu:8765/custom/query.html?qp=url%3Awww.extension.harvard.edu%2F2006-07%2F&customsite=www.extension.harvard.edu&custompath=http%3A%2F%2Fwww.dce.harvard.edu%2Fsearch%2Fextension%2F2006-07%2F&col=dce&qt=cultural+studies&x=10&y=10		