



Introduction to Festivals

COMM 1082 Study Period 2 - 2024

Internal - City West Campus

Introduction

Welcome

Welcome, everyone!

We hope that this course will inspire your love of festivals.

This course will examine the festival as a site in which the cultural and the civic interact. Through select historic and contemporary case-studies such as Festivals Adelaide, students will be equipped with an understanding of the different models of festivals and their funding, different modes of industry networking and audience engagement. With particular focus on urban design and community, the relationship between festivals and the city will be spotlighted.

We look forward to working with you all this coming semester.

Stuart Richards & Jess Pacella

Academic Work Definitions

Internal mode includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

Lecture

Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

Seminar

Student information

A seminar is facilitated learning either in person, or online in a virtual classroom environment, in which you and other students in the course are expected to develop, and be prepared to demonstrate an understanding of specific assigned material in the course via guided discussion by an expert academic or guest speaker. You may also be asked to discuss assigned material in the context of a broader framework of knowledge.

All students are expected to be familiar with relevant assigned source material prior to participation, and to actively engage in group discussions, activities and/or presentation.

Course Teaching Staff

Primary Coordinator: Dr Stuart Richards
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Staff Home Page: people.unisa.edu.au/Stuart.Richards

* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

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Additional Contact Details

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Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

This course will introduce students to the history and development of festivals, their management and basic operations and provide a solid foundation for the Festivals major.

Course Objectives

On completion of this course, students should be able to:

- CO1. understand the history and development of festivals and their connection to the city
- CO2. reflect upon the relationship between festivals and the public sphere
- CO3. critically describe the history/role/impacts of Arts/Cultural festivals locally, nationally and internationally
- CO4. describe the various career pathways within Arts/Cultural festivals and identify their own proposed path
- CO5. differentiate between the models/types/design of Arts/Cultural festivals

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

		Graduate Qualities being assessed through the course						
		GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1		•						
CO2			•				•	
CO3						•	•	•
CO4		•	•					
CO5			•				•	

Graduate Qualities

A graduate of UniSA:

- GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
- GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice
- GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
- GQ4. can work both autonomously and collaboratively as a professional
- GQ5. is committed to ethical action and social responsibility as a professional and citizen
- GQ6. communicates effectively in professional practice and as a member of the community
- GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

This course examines the festival as a site in which the cultural and the civic interact. Through select historic and contemporary case-studies such as the City of Adelaide, students will be equipped with an understanding of the different models of festivals and their funding, different modes of industry networking and audience engagement. With particular focus on urban design and community, the relationship between festivals and the city will be spotlighted.

Teaching and Learning Arrangements

Lecture	1 hour x 12 weeks
Seminar	2 hours x 12 weeks

Unit Value

4.5 units

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (https://i.unisa.edu.au/policies-and-procedures/university-policies/).

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

Note: Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

Assessment

Academic Integrity

Academic integrity is fundamental to the reputation of UniSA and its staff and students. Academic integrity means all staff and students are committed to producing academic work that accurately reflects authorship, and is created with honesty, trustworthiness, fairness, respect, and responsibility.

The University of South Australia expects students to demonstrate accurately what they have learned so that university qualifications are earned honestly and are trusted and valued by its students and their employers. That means students need to present work that represents what they have learned. Therefore, students must indicate where and how they have used other people's ideas to support their knowledge. Academic integrity requires an honest account of the source of contributions to the work by using correct referencing. Students must not represent the work of others as their own as this does not demonstrate what they have learned. Using another person's work without correct referencing is considered Academic Misconduct.

The approach to academic integrity has many layers.

At the government level, a law exists that specifically states that providing academic cheating services to students of Australian universities is an **offence**, irrespective of whether the service is provided by an Australian or overseas operator (see Tertiary Education Quality and Standards Agency Amendment (Prohibiting Academic Cheating Services) Bill 2019 - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

The University has policies and procedures to promote academic integrity and manage academic misconduct. More information about academic integrity and what constitutes academic misconduct can be found in the Academic Integrity Policy and Procedure (<https://i.unisa.edu.au/policies-and-procedures/university-policies/>). One example is that work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

At the course level, your instructor may also provide specific instruction and guidance on whether the use of tools such as translation software, writing aides, and artificial intelligence software is permissible and to what degree in completing learning tasks and assessments. When in doubt, ask your teaching team.

To learn more about academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Use of generative artificial intelligence

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment task summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the [Academic Integrity Policy \(AB-69\)](#).

Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/cover-sheet) and in myUniSA.

Assessment Descriptions

Assessment 1

Single		20% of Course Total			Objectives being assessed:CO2, CO4		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Presentation	No	900 words (or equivalent)	N/A	Weeks 3, 4 and 5	In person	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

5 minute presentation (900 words equivalent)

Weeks covered: 1-2

For this assignment you will report on two experiences at festivals this March. One will be the class field trip, the other will be an event of your choice. This will take the form of a short presentation in class where you will reflect on the ideas expressed in the readings.

Be observant of your surroundings. While this may be difficult, your task is to primarily observe rather than be an active participant. Taking notes will mostly likely be difficult during the event so try to imprint key moments in your memories. Quickly take notes of what happened immediately afterwards. If it's not too intrusive, feel free to take photographs of the space before and after the event (not during!)

What is happening? How are staff, performers and the public behaving? Where does the event begin and end? How is the whole experience themed? How did this event fit into your overall outing? How is social and cultural capital evident?

For the presentation, please engage with these questions and compare your experiences at both. You will be assessed primarily on your engagement with the readings and the originality and details of your findings.

Assessment 2

Single		35% of Course Total			Objectives being assessed:CO1, CO2, CO3		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Critical Analysis	No	1575 words (or equivalent)	N/A	22 Apr 2024, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

1575 word report (+/- 10%)

Weeks covered: 3-6

For this task, you are required to draw on one of your case studies from assessment 1 and respond to the following two questions. Please draw on the readings (both required and further) to support your answers. Five references are required. Please use the APA Harvard Style Guide. While you are not required to write a formal academic essay, please write full paragraphs (i.e., no bullet points). For this task, I would like you to move beyond *descriptive* writing to *analytical* writing. This can be a tricky skill to develop. One sure way to develop this is through continuing to read more scholarly work. This will help you build the concepts you are engaging with. See the handout on Learn Online for tips on how to develop scholarly writing.

Please separate your responses to these two questions into two sections.

How does your event engage with social and cultural capital? (lecture 3)?

What model does your festival adhere to (lectures 4-6)?

Assessment Criteria

- Application of research
- Quality of critical analysis
- Presentation
- Referencing

Assessment 3

Single		45% of Course Total			Objectives being assessed:CO2, CO4, CO5		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Report	No	2025 words (or equivalent)	N/A	11 Jun 2024, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

2025 words (+/- 10%)

Weeks covered: 1-12

For your final task, you are required to complete a report on a festival of your choice demonstrating what you have learnt this semester. Your topic is:

How does your case study fit within the broader festival landscape?

You must choose a different case study to those analysed in assessments 1 and 2. In your examination of the festival, you should cover the following areas:

- History of the Festival
- Model
- Genre
- Audience Experience and Access
- Festival Design
- Community

Assessment Criteria:

- Application of research
- Quality of critical analysis
- Presentation
- Referencing

Don't forget to watch the week 12 lecture as it has further tips for you

Feedback proformas

The feedback proforma is available on your course site.

Further Assessment Information

1.2.4 Assessment can take the form of either continuous assessment tasks or a single assessment point. It may be appropriate to designate additional assessment requirements for a course.

- a. A set of continuous assessment tasks creates opportunities for early and frequent feedback to students on their performance and achievement of specified course objectives.
- An assessment point occurs when students are asked to submit work at a specified point of time in the course. This includes final examinations.
 - Additional assessment requirements (or 'assessment hurdles') are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified participation requirements.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Marking process

In line with University policies and procedures, all assignments in this course will be cross-marked and returned to students within 15 working days of submission.

Penalties for late submission

Late submission of assessment tasks in this course will result in a penalty unless the student can provide evidence of unexpected or exceptional circumstances as defined by Section 7.8 in the Assessment Policies and Procedures Manual. The penalty for late submissions will be:

- a deduction of 5% of the available marks, for each day (or part thereof) that the assignment is late up to a maximum of 5 days.
- assignments which are more than 5 days late will not be assessed and will be assigned a zero grade inclusive of non-graded pass work.

Exam Arrangements

This course does not have an exam.

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.6.5

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under specific conditions unless supplementary assessment or examination has not been approved for the course.

Specific conditions and further information is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Special Consideration

Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessments Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessments Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Action from previous evaluations

Student evaluation feedback in terms of content, teaching/learning methods and set assessment tasks has been taken into consideration.

Course Calendar

Study Period 2 - 2024

Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
12 - 18 February	Pre-teaching		
19 - 25 February	Pre-teaching		
1 26 February - 3 March			
2 04 - 10 March			
3 11 - 17 March			Adelaide Cup Day 11/03/2024
4 18 - 24 March			
5 25 - 31 March			Good Friday 29/03/2024
6 01 - 7 April			Easter Monday 1/04/2024
08 - 14 April	Mid-break		
15 - 21 April	Mid-break		
7 22 - 28 April		Critical Analysis due 22 Apr 2024, 11:59 PM	Anzac Day 25/04/2024
8 29 April - 5 May			
9 06 - 12 May			
10 13 - 19 May			
11 20 - 26 May			
12 27 May - 2 June			
03 - 9 June	Swot-vac		
10 - 16 June	Exam week	Report due 11 Jun 2024, 11:59 PM	King's Birthday 10/06/2024
17 - 23 June	Exam week		
24 - 30 June	Exam week		