



# MHIS365

## From the Beats to Big Brother: Popular Culture Since the 1950s

S2 Day 2015

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Michelle Arrow

[michelle.arrow@mq.edu.au](mailto:michelle.arrow@mq.edu.au)

Contact via [michelle.arrow@mq.edu.au](mailto:michelle.arrow@mq.edu.au)

W6A 416

Fridays 2-3pm or other times by appointment

Credit points

3

Prerequisites

39cp or (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS)

Corequisites

Co-badged status

Unit description

What can we learn about the past when we examine it through the lens of popular culture? This unit traces a history of popular culture in the United States of America and Australia from the 1950s to the present, exploring the ways that popular culture can magnify and reflect changing ideas about race, class, gender, and ideology. We will examine the impact of new technologies, moral panics over popular culture, and whether popular culture constituted a form of cultural citizenship. Film, television, music and other media are used in this unit to evoke seminal moments in the history of popular culture and students are encouraged to explore these non-discursive forms as primary sources. Students are also encouraged to consider the reception of popular culture by audiences and to think about their own experience of popular culture historically. This unit will be of particular interest to students in media, education, and cultural studies, as well as history.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;

devise and answer research questions drawing on primary and secondary evidence;  
identify key arguments in secondary source materials and apply them in your own historical arguments;  
communicate thoughtfully in classroom discussions, and in a range of written forms;  
be able to identify and analyze key developments in the history of popular culture since 1945;  
analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;  
Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Weekly Quiz</u></a>	25%	assessed each week
<a href="#"><u>Primary source exercise</u></a>	5%	In tutorials week 3
<a href="#"><u>Research Proposal Draft</u></a>	5%	Week 7
<a href="#"><u>Research Essay Proposal</u></a>	20%	Friday 11 September 5pm
<a href="#"><u>Research project draft</u></a>	5%	in tutorials week 10
<a href="#"><u>Research project</u></a>	40%	Friday 30 October 5pm

### Weekly Quiz

Due: **assessed each week**

Weighting: **25%**

**1.Weekly Quiz (25%):** each week you will answer a quiz in tutorials. The quiz will consist of two questions: one assessing your understanding of the week's lectures, one on the readings. You will do 12 quizzes over the semester; the best 10 will count towards your grade. The quiz will be graded out of 4 (2 possible marks per question).

**NOTE:** unless you are ill or have an unavoidable (and documented) absence, you will not be permitted to make up missed quizzes if you miss a tutorial.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;

- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Primary source exercise

Due: **In tutorials week 3**

Weighting: **5%**

For this assignment, you need to bring two things to class, ready to share with others (in other words, they need to be in hard copy!):

1. a topic area you hope to pursue for your research project (remember, it needs to map onto one of the lecture or tutorial topics we are covering in the course);
2. a primary source that you can use as evidence for your research project – you must obtain this primary source online.

We will be discussing your findings in class and you will be giving feedback to fellow students. Once you have read two/three other others and given feedback, you will earn your 5 marks.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- communicate thoughtfully in classroom discussions, and in a range of written forms;

## Research Proposal Draft

Due: **Week 7**

Weighting: **5%**

For this assignment, you will need to bring a rough draft of your research proposal to class for workshopping and feedback in small groups. You will be grouped together in groups of four based on the topic of your proposed project (which must map onto one of the tutorial or lecture topics in the course, however broadly). Once you have submitted your proposal and read three other proposals and given feedback, you will earn your 5 marks. You will be supplied with a rubric form in class to guide and structure your feedback; the feedback you give and receive will help structure your final research proposal, due later that week.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Research Essay Proposal

Due: **Friday 11 September 5pm**

Weighting: **20%**

### **1200 words max**

This task will assess your ability to develop a research question and approach, as well as your ability to locate and analyze **primary and secondary sources**. It is the first step towards developing your research essay and the proposals will be returned in time for you to work on your research essay after the mid-semester break. You should proceed as follows:

**Thinking about a topic:** looking at the weekly lecture and tutorial schedule, what themes or topics are of most interest to you in this course? What questions are you interested in exploring? Do you want to write about Australia or the US, or both? Try to think about popular culture *historically*: that is, think carefully about how we can use popular culture as *evidence* of past attitudes, representations, ideologies and points of view. You are aiming to relate popular culture to broader social, cultural and political events and ideas, and to relate popular culture to the broader society which produced it.

**Developing a question:** your question needs to be focused and directed, because you will be assessed on how you answer it: eg 'How did X reveal ideas about Y in 1950s America?' You can focus on media debate about a particular pop culture text or group of texts, or examine responses of a particular kind of pop culture consumer to an item of pop culture. You can trace the ways responses to a particular event, new technology (eg TV) or social movement (eg feminism, the Iraq War) played out in popular culture, or explore how certain popular culture texts represent gender or race or sexuality in particular historical contexts and reflect – or contest – dominant representations. If in doubt about how to shape and refine your question, contact Michelle.

If you have not handled different kinds of primary sources before, the following website offers useful guides to different kinds of media even though it is focused on American history:

<http://historymatters.gmu.edu/browse/makesense/>

### The proposal must include:

1. Your research question.
2. **Approaching the question:** (this section will form the bulk of your proposal – at least 800 words) how will you answer your question? Write short answers to the following questions:
  - a) What is my topic about? (include period & place)
  - b) What are my main **primary sources** (are they accessible and why are they useful)? List at least three and explain how at least **one** of your sources relates to your research area and question, explain its key themes and how you might use it as evidence (what components of the source are most useful to you?).
  - c) What secondary sources will I need to shed light on my primary sources and my topic?
  - d) What secondary sources will I need to find out more about the historical background/ context of my topic? (eg. if you are writing about film and the Gulf war, then you need to include works on the Gulf war as well as its cinematic representations).
  - e) What other themes or issues do I need to understand in order to explore this topic properly? E.g. do I need to find out more about changing gender roles? How propaganda works?
3. **Annotated bibliography:** There are two components to this, but your annotated bibliography must have seven entries and be around 200-400 words in total:
  - a) You need to find two secondary sources that discuss the primary source you covered in Q3
  - b). Your first searches should be of scholarly databases held by the university library. These two sources need to have different (not necessarily opposing) arguments about your source. (hint: the footnotes of one article may help you find the second!)
  - b) At least one entry in the annotated bibliography must be one of the readings from week one - evaluate one of these reading's usefulness for your approach to your question, and your approach to popular culture more broadly. (Hint: you will need to read all of the readings in order to determine which one might be most helpful!)
  - c) The remaining four entries in the annotated bibliography should be the most relevant secondary sources for researching your project (you will of course need more than four sources for your research essay!) If you are not sure about what an annotated bibliography is, have a look at the following website: [http://www.lc.unsw.edu.au/onlib/pdf/anno\\_bib.pdf](http://www.lc.unsw.edu.au/onlib/pdf/anno_bib.pdf) ).

### Grading Criteria

You will be assessed on the following criteria:

1. Understanding and focus on the task of presenting a detailed, relevant research project proposal.
2. Knowledge of both the historical and the historiographical context of the proposed area of research.

3. Communication: clarity of prose, use of correct grammar and spelling.
4. Referencing/annotated bibliography: appropriate use of source material and academic honesty/relevant annotations in the bibliography.
5. Presentation: presence of page numbers and bibliography, double-spacing of text, justification of margins, completion of the entire assessment task.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Research project draft

Due: **in tutorials week 10**

Weighting: **5%**

For this assignment, you will need to bring a rough draft of your research essay - an draft introduction and outline of your argument and structure in bullet points - to class for workshopping and feedback in small groups. You will be grouped together in groups of four based on the topic of your project topic. Once you have submitted your draft and read three other proposals and given feedback, you will earn your 5 marks. You will be supplied with a rubric form in class to guide and structure your feedback; the feedback you give and receive will help structure your final research project.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- identify key arguments in secondary source materials and apply them in your own historical arguments;

- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Research project

Due: **Friday 30 October 5pm**

Weighting: **40%**

### **3000 wds max**

This assessment task evaluates your ability to construct an argument in response to your own self-devised research question, based on primary and secondary sources. This task is the culmination of your assessment tasks in this unit; all your previous assessments are 'scaffolding' this final task. You need to observe the conventions of writing and referencing as outlined in 'Writing essays in History', found at: [http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/mhpir/current\\_students/writing\\_essays\\_in\\_history/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/mhpir/current_students/writing_essays_in_history/)

Remember to submit the **essay self-assessment sheet** with your essay (available on iLearn). You must also include a short statement (about 1 paragraph) on how you have utilised the feedback you received on your research proposal, and from the in-class workshops, in preparing your final research project.

NOTE: there is a rubric for this assessment task included as a PDF download in the 'assessments' section of the MHIS365 iLearn site.

On successful completion you will be able to:

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
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- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social,



cultural and political trends;

- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Delivery and Resources

### Unit webpage and technology used and required:

online units can be accessed at: <http://ilearn.mq.edu.au>

PC and Internet access are required. Basic computer skills (eg internet browsing) and skills in word processing are also a requirement.

### Required reading:

There are two required texts for this unit: the MHIS365 Unit Reader, and Michelle Arrow, *Friday on Our Minds: Popular Culture since 1945* (UNSW Press, 2009). Both are available for purchase in the University Co-Op Bookshop, and *Friday on Our Minds* is held in the university library.

### Classes and timetables:

students are required to attend two lectures and one tutorial per week. See [www.timetables.mq.edu.au](http://www.timetables.mq.edu.au) for the most up-to-date information about class times and locations.

This year, we will be 'flipping' the classroom for three weeks of the course - these weeks are indicated in your unit schedule. A 'flipped' classroom is one where the normal order of things is reversed - students gain exposure to new materials not through face to face lectures, but via online materials and video lectures. This frees up classroom time to spend more time interacting with each other and hopefully gaining a deeper knowledge of unit content. For more information on the idea behind a flipped classroom, this link is useful: <http://www.uq.edu.au/tediteach/flipped-classroom/what-is-fc.html>

Because we are only flipping three weeks of the course, the unit will not run as a typical flipped unit - where students prepare for class and have a two hour seminar, rather than a one hour tutorial. This semester, we will replace three lectures with online materials, and use the lecture time and space to conduct learning activities relevant to the lecture/tutorial content. In the tutorial time for those weeks, we will be running assessment workshops, scaffolding your assessments and making use of the extra class time to hopefully improve your skills and improve your grades. I'll eagerly await your feedback on this new approach!

You should attend the tutorial you first enrolled in. If classes are full, you will not be able to change tutorials - although if you can find another student willing to swap classes, then you may do so.

### Learning and Teaching Strategy:

This unit is taught through a combination of **lectures** and **tutorials**.

**Lectures** are important for students to get a broad overview of the topics taught - there will also be opportunities in lectures to discuss and ask questions as we move through the material. Primary sources like videos and songs will also be played in lectures. Students learn through

engaging with the lectures through active listening, note-taking and discussion.

**Tutorials** are important for students because they represent a space for students to discuss the readings and issues raised by the lectures, to ask questions, and solve problems together. Students learn in tutorials through a combination of small and whole group discussions, working closely through the set readings, and analysing primary sources, both in small and large groups. External students do these activities in online tutorials and we will talk more online about what students and staff expect of each other in these discussions.

**Student & Staff - Rights and Responsibilities:** in order to learn best in this unit, students and staff have rights and responsibilities in relation to their learning.

**Staff** have responsibilities to:

- be prepared for classes
- treat students respectfully
- mark student work fairly and according to transparent marking rubrics
- return student's written work promptly
- respond to student email queries within 48 hours

**In turn, students** have responsibilities to:

- be prepared for classes (with reading and other tasks completed)
- participate and contribute to group discussions and other activities
- treat staff respectfully
- follow guidelines for assessment and submit work on time
- manage their time effectively in order to fulfill these responsibilities

## Unit Schedule

Week	Lecture 1	Lecture 2	Tutorial	Assessment
1	Introduction	Postwar popular culture	historians and popular culture	
2	Suburbia and family life	Introduction of television	Popular culture and 1950s family life	
3	<b>FLIPPED</b> - suburban rebels	1950s youth cultures	<b>primary source exercise workshop</b>	<b>primary source exercise due for in-class workshop</b>
4	student protest movements	'the sixties' and radical cultures	youth cultures	optional: research project consultation with Michelle
5	Vietnam and popular culture	from Soul to Black Power	the sixties and the counterculture	
6	the sexual revolution	seventies cultures of crisis	Black Power and popular culture	

7	<b>FLIPPED</b> - women's liberation and pop culture	from Stonewall to AIDS: homosexuality in pop culture	<b>research proposal workshops</b>	<b>research proposal draft for in-class workshop, then DUE 11 Sept 5pm</b>
MID-SEMESTER BREAK				
8	Punk	The eighties	the seventies	
9	Sport as popular culture	slackers and Generation X	the Reagan revolution	
10	<b>FLIPPED</b> - Hip-hop and African American culture	postmodern gender cultures Part 1	<b>research project workshops</b>	<b>research project draft due for in-class workshop</b>
11	Postmodern Gender Cultures Part 2	Reality Television	Postmodern gender cultures	
12	Pop Culture post- 9/11	Social media and connected cultures	Interactivity and reality TV	<b>research project due 30 October 5pm</b>
13	Popular culture, history and nostalgia	How soon is now? Wrapping up	popular culture and history	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- analyze selected examples of popular culture produced since 1945 in their historical

contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;

## **Assessment tasks**

- Research project draft
- Research project

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## **Assessment tasks**

- Primary source exercise
- Research Proposal Draft
- Research Essay Proposal
- Research project

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they

participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcome**

- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;

## **Assessment task**

- Weekly Quiz

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Assessment tasks

- Weekly Quiz
- Primary source exercise
- Research Proposal Draft
- Research Essay Proposal
- Research project draft
- Research project

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## Assessment tasks

- Weekly Quiz
- Primary source exercise
- Research Proposal Draft
- Research Essay Proposal
- Research project draft

- Research project

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- locate, read and analyse different kinds of historical evidence (primary sources), including visual and textual sources;
- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

### Assessment tasks

- Weekly Quiz
- Primary source exercise
- Research Proposal Draft
- Research Essay Proposal
- Research project draft
- Research project

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.



This graduate capability is supported by:

## **Learning outcomes**

- devise and answer research questions drawing on primary and secondary evidence;
- identify key arguments in secondary source materials and apply them in your own historical arguments;
- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;

## **Assessment tasks**

- Weekly Quiz
- Research Proposal Draft
- Research project draft
- Research project

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- communicate thoughtfully in classroom discussions, and in a range of written forms;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- communicate thoughtfully in classroom discussions, and in a range of written forms;
- be able to identify and analyze key developments in the history of popular culture since 1945;
- analyze selected examples of popular culture produced since 1945 in their historical contexts, and to describe the ways these examples relate to, and reflect, broader social, cultural and political trends;
- Explain how the social and political movements of this period were shaped by, and reflected in, contemporary popular culture.