



# MHIS365

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

S2 Day 2016

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Chelsea Barnett

[chelsea.barnett@mq.edu.au](mailto:chelsea.barnett@mq.edu.au)

W6A 416

Wednesdays 11am-12pm or 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 analyse key developments in the history of popular culture since 1945

Analyse 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
<u>Weekly Quiz</u>	25%	Assessed Each Week
<u>Primary Source Analysis</u>	15%	In Class Week 4 (23/24 August)
<u>Research Essay Proposal</u>	20%	Sunday 18 September 5pm
<u>Research Project</u>	40%	Friday 4 November 5pm

### Weekly Quiz

Due: **Assessed Each Week**

Weighting: **25%**

Each week in your tutorial you will answer two quiz questions. One question will assess your understanding of the week's lectures, the other will assess your understanding of the readings. You will do eleven quizzes over the semester; the best ten 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 absence, and can provide documentation, you will **not** be able to make up any quizzes should you miss any 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 analyse 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 Analysis

Due: **In Class Week 4 (23/24 August)**

Weighting: **15%**

Our tutorials in Week 3 will focus on analysing primary sources and how to use them in a research essay. As a class we will be working with a supplied primary source that relates to this week's topic area.

You will then be supplied in class with an additional primary source that also relates to this week's topic area. Using the skills developed in our in-class workshop, you have one week to write a **500-word analysis** of the supplied primary source.

The written piece is to be submitted in tutorials of week 4.

On successful completion you will be able to:

- Locate, read, and analyse different kinds of historical evidence (primary sources), including visual and textual sources
- Communicate thoughtfully in classroom discussions, and in a range of written forms
- Analyse 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

## Research Essay Proposal

Due: **Sunday 18 September 5pm**

Weighting: **20%**

This task will assess your ability to develop a research question and approach, as well as your ability to locate and analyse **primary and secondary sources**. It is the first step towards developing your research essay. 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:** It is best to start this process as early as possible. Look at the weekly lecture and tutorial schedule. What themes in this course do you find most interesting? What questions are you interested in exploring? Do you want to write about Australia, the United States, 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 that produced it.

**Developing a question:** Your question needs to be direct and focused, because you will be assessed on how you answer it - for example, "How did x reveal ideas about y in the American 1950s?". 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 (for example, television) or social movement (for example, 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.

**In-class workshop:** Our tutorials in Week 7 will focus on developing and refining your research question and proposal for how your essay will unfold. You will be grouped together with other students, in order to discuss your research question and broader plan, and provide feedback to other students. This is also the best opportunity to ask Chelsea about how best to shape and refine your question and proposal.

For this workshop, you will need to bring a draft of your research proposal to class for workshopping and feedback. This draft proposal should include your ideas for what your research question will be, the primary sources you are thinking of working with, and the initial secondary texts you will be using to kickstart your research.

**Submitting your proposal:** After our tutorials in week 7, you will then be required to take the feedback and ideas from the workshop and refine your proposal for submission. The proposal is due **Sunday 18 September** via turnitin on iLearn.

Your proposal should be 1500 words and *must* include the following:

1. Your research question
2. Your *approach to the question*. This section should be around 800 words. In outlining your approach, consider the following questions:
  - What is your topic about? What time and place are you focusing on?
  - What are your main primary sources? Are they accessible? 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 explain how you might use it as evidence - what components of the source are most useful to you?
  - What secondary sources will you need to shed light on your primary sources and my topic?
  - What secondary sources will you need to find out more about the historical background/context of your topic? (For example, 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.)

- What other themes or issues do you need to understand in order to explore this topic properly? (For example, do you need to find out more about changing gender roles, or how propaganda works?)
3. An annotated bibliography, which must have seven entries and be 700 words in total (so, each entry should be made up of 100 words).
- You need to find two secondary sources that discuss one of the primary sources you have selected. Look to scholarly databases held by the university library to seek out relevant sources. These two pieces need to have different (although not necessarily opposing) arguments about the primary source. Hint - the footnotes of one article may help you find the second!
  - At least one entry in the annotated bibliography must be one of the readings from Week 1. Evaluate the usefulness of either the Arrow reading or the Ruben reading for your approach to your question, and your approach to popular culture more broadly. You will need to complete both of the readings in order to determine which one might be the most helpful for you.
  - 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 essay! This requirement enables you to start thinking about your research essay at an early stage and understand where your work will fit within the relevant field of study. If you are unsure what an annotated bibliography looks like, see the following websites:
    - <https://student.unsw.edu.au/annotated-bibliography>
    - <http://guides.library.cornell.edu/annotatedbibliography>
    - <http://www.citewrite.qut.edu.au/write/annotatedbibliography.jsp>

**Grading Criteria:** You will be assessed on the following criteria -

- Understanding and focus on the task of presenting a detailed, relevant research project proposal
- Knowledge of both the historical and historiographical context of the proposed area of research
- Communication: clarity of prose, use of correct grammar and spelling
- Referencing and annotated bibliography: appropriate use of source material and academic honesty/relevant annotations in the bibliography
- 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 analyse key developments in the history of popular culture since 1945
- Analyse 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 4 November 5pm**

Weighting: **40%**

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"](#).

Your final essay should be 3000 words, not including referencing.

This assessment is to be submitted via turnitin on iLearn. **Remember to submit the essay self-assessment (available on iLearn) sheet with your essay.** You must also include a short statement, about one paragraph, on how you have utilised the feedback you have received throughout the semester at the various workshops in completing your final research project.

There is a rubric for this assessment task included as a PDF download in the "Assessments" section on iLearn.

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 analyse key developments in the history of popular culture since 1945

## 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:

Students will need to have access to the following required text: Michelle Arrow, *Friday on Our Minds: Popular Culture since 1945* (Sydney: UNSW Press, 2009). This is available for purchase from the university Co-Op bookshop, and is also available from the university library to borrow or to access as an ebook.

The iLearn site for this unit lists the required weekly readings alongside *Friday on Our Minds*. This will link to the university library eReserve holdings, where the week's readings and primary sources are available.

### 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.

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 Culture	Historians and Popular Culture	
2	Suburbia and Family Life	The Introduction of Television	Postwar Culture and 1950s Family Life	
3	Suburban Rebels	1950s Youth Cultures	Primary Source Workshop	Primary Source distributed in class
4	Student Protest Movements	The Sixties and Radical Cultures	Youth Cultures	<b>Primary Source Analysis Task due in class</b>
5	Vietnam	Black Power	The Sixties and the Counterculture	
6	Sexual Revolution	Seventies' Culture of Crisis	Black Power and Popular Culture	
7	Women's Liberation and Popular Culture	Stonewall to AIDS	Research Proposal Workshop	<b>Research Essay Proposal due Sunday 18 September</b>
<b>** MID-SEMESTER BREAK **</b>				
8	Punk	The Eighties	The Seventies	
9	Sport as Popular culture	Slackers and Generation X	The Reagan Revolution	

10	Hop Hop and African American Culture	Postmodern Gender Cultures – Part 1	Research Essay Workshop	
11	Postmodern Gender Cultures – Part 2	Reality Television	Postmodern Gender Cultures	
12	Pop Culture Post-9/11	Social Media Connected Cultures	Interactivity and Reality TV	<b>Research Essay due Friday 4 November</b>
13	Popular Culture, History, and Nostalgia	How Soon is Now?	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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcome

- Devise and answer research questions drawing on primary and secondary evidence

### Assessment tasks

- Weekly Quiz
- Research Essay Proposal
- 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

- Communicate thoughtfully in classroom discussions, and in a range of written forms
- Be able to identify and analyse key developments in the history of popular culture since 1945
- Analyse 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 Analysis
- 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 outcomes

- 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 analyse key developments in the history of popular culture since 1945

- Analyse 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 Analysis
- Research Essay Proposal
- Research Project

## **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
- Be able to identify and analyse key developments in the history of popular culture since 1945
- Analyse 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 Analysis
- Research Essay Proposal
- 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 analyse key developments in the history of popular culture since 1945
- Analyse 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 Analysis
- Research Essay Proposal
- 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
- Be able to identify and analyse key developments in the history of popular culture since 1945

## **Assessment tasks**

- Weekly Quiz
- Primary Source Analysis
- Research Essay Proposal
- 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**

- 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
- 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 Analysis
- Research Essay Proposal
- 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

- 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 analyse key developments in the history of popular culture since 1945
- Analyse 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 Analysis
- Research Essay Proposal
- Research Project

## 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 analyse key developments in the history of popular culture since 1945

- Analyse 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 Analysis
- Research Essay Proposal
- Research Project