MHIX365

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

SP4 OUA 2016

Dept of Modern History, Politics & International Relations

Contents

General Information

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Prerequisites

Corequisites

Co-badged status

Unit description
Popular culture is ubiquitous in today's world. We cannot turn without being confronted by it in some form. It is so pervasive, so powerful an influence on daily lives, that it must be historically significant. But how? From the Beats to Big Brother traces the history of popular culture in the United States, Australia and Britain from the fifties to the present. It particularly focuses on the ways in which class, gender, race and politics have shaped the experience of popular culture. Film, television, music, music video and other forms of new media will be used to evoke seminal moments in the history of popular culture and students will be encouraged to explore such non-discursive forms as primary sources. Students will also be encouraged to consider the reception of popular culture by audiences and to think about their own experience of popular culture historically. This unit offers an important addition to conventional history by exploring the depths of what has often been seen as superficial culture. It raises a number of questions about how we might analyse this culture, whilst offering a detailed explanation for its historical genesis and global dissemination. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

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

Read and analyse different kinds of historical evidence, including visual and textual

sources

Find, analyse and apply historical information (especially self-located research materials)

Communicate effectively in a range of written forms

Describe the main changes and continuities in popular culture since the 1950s

Understand the intersection between social and political movements and popular culture

Understand how the social and political movements of this period were reflected in popular culture

Assessment Tasks

Name	Weighting	Due
Historiography Essay	20%	Friday Week 4
Major Essay	40%	Friday Week 9
Exam	30%	Friday Week 13
Online Participation	10%	Weekly

Historiography Essay

Due: **Friday Week 4**
Weighting: **20%**

The aim of this task is to assess your ability to evaluate secondary sources, and to take a position in a scholarly debate after considering a range of perspectives. The instructions for the task are as follows:

1) Go to the *American Historical Review* online via the Macquarie University Library Journal Finder (www.lib.mq.edu.au)

2) Find Volume 97, No. 5, December 1992 and download the forum on history and popular culture (articles by Levine, Kelley, Davis, Lears and the response by Levine).

3) In 1200 words, outline Levine's argument, and the various criticisms the other authors make of it. Evaluate the debate, paying attention to the following questions: what is popular culture? How have historians defined it and how is it different to 'folk' or 'mass' culture? How do the different historians define the role of the audience in relation to popular culture? What are the implications of this debate for historians writing the history of popular culture? You may draw on examples from one of the first three tutorial topics to support your argument.

4) Your work must be accurately footnoted – see the referencing guidelines on the unit website for instructions.

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in a range of written forms

Major Essay

Due: **Friday Week 9**
Weighting: **40%**

The aim of this task is to assess your ability to produce an extended discussion in written form in response to a specific question. You must select one of the questions listed on the course website and respond to it in 2500 words. At 300-level, you should aim to produce a history essay that reflects your ability to conduct self-directed research (in both primary and secondary sources), to find and analyse information, and to write clearly and cogently. Your essay should be fully referenced in line with the unit's referencing guidelines. Marks will be deducted in the major essay for inadequate or incorrect referencing.

On successful completion you will be able to:

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in a range of written forms
- Understand the intersection between social and political movements and popular culture

Exam

Due: **Friday Week 13**
Weighting: **30%**

The non-invigilated take home exam is based on the lecture and tutorial program, and will be a direct response to the issues raised in these. The main purpose of this assessment task is to test your ability to produce a brief but clear and logical argument that is supported by evidence. For this task, you need not consult any readings beyond those listed as required or recommended. It must, however, be fully documented in the appropriate forms, with footnotes and a bibliography. There are three short questions, 200 words each and one short essay, 900 words. The total word length for the exam is 1500 words.

On successful completion you will be able to:

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- Understand the intersection between social and political movements and popular culture
- Understand how the social and political movements of this period were reflected in popular culture

Online Participation

Due: **Weekly**
Weighting: **10%**

The online discussion task, undertaken through the HST370 unit website, tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others, and your ability to clearly articulate your thoughts. It is also a task that monitors your progress across the unit topics. You are expected to do the weekly readings, participate in weekly discussions and make postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You should look to answer at least two of the set questions each week, as well as engaging with the posts of other students. Each individual post should be kept to **a maximum of 100 words.** A professional and courteous approach towards staff and fellow students is expected at all times.

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Delivery and Resources

Delivery is all online. Resources and reading materials online supplement the textbook: Michelle Arrow, *Friday on Our Minds: Popular Culture in Australia since 1945* (Sydney : UNSW Press, 2009)

Unit Schedule

Week 1	
	Historians and popular culture

Week 2	Popular culture and family life
Week 3	Suburban rebels
Week 4	Youth cultures
Week 5	The Sixties and the counterculture
Week 6	Black Power & popular culture
Week 7	Essay workshop
Week 8	The sexual revolution and the seventies
Week 9	The Eighties
Week 10	Hip-Hop & Black culture
Week 11	Postmodern gender cultures

Week 12	Interactivity & reality TV
Week 13	Popular culture and history

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in

2. Fill in your relevant details

3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents

4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

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

New Assessment Policy in effect from Session 2 2016 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/

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

Disruption to Studies Policy 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/

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.

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) 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

IT Help

For help with University computer systems and technology, visit 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 outcomes

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Understand the intersection between social and political movements and popular culture

Assessment tasks

- Historiography Essay
- Major Essay
- Exam
- Online Participation

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

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in a range of written forms
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Assessment tasks

- Historiography Essay
- Major Essay
- Exam
- Online Participation

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

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in a range of written forms
- Describe the main changes and continuities in popular culture since the 1950s
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Assessment tasks

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- Major Essay
- Exam
- Online Participation

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

- Read and analyse different kinds of historical evidence, including visual and textual sources
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- Describe the main changes and continuities in popular culture since the 1950s
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Assessment tasks

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- Major Essay
- Exam
- Online Participation

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

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Describe the main changes and continuities in popular culture since the 1950s
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Assessment tasks

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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

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Understand the intersection between social and political movements and popular culture
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Assessment tasks

- Historiography Essay
- Major Essay

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

- Communicate effectively in a range of written forms
- Describe the main changes and continuities in popular culture since the 1950s

Assessment tasks

- Historiography Essay
- Major Essay
- Exam
- Online Participation

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

- Understand the intersection between social and political movements and popular culture
- Understand how the social and political movements of this period were reflected in popular culture

Assessment tasks

- Exam
- Online Participation

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

- Understand the intersection between social and political movements and popular culture
- Understand how the social and political movements of this period were reflected in popular culture

Assessment tasks

- Exam
- Online Participation