



# MUS 102

## Passion, Rebellion and Identity in Popular Music

S2 Day 2017

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Adrian Renzo

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Popular music is, more often than not, the creative expression of dissent. The aim of this unit is to both identify and qualify the dissenting voices and to uncover the complex social and political situations from which they emanate. In this respect, this unit provides students with a critical evaluation of how specific eras and movements within popular music history have enacted political change. Popular music trends have long played a vital role in prompting audiences to reconsider their position in relation to gender, race, class, sexuality and, concomitantly, the historical, political and philosophical contexts that have produced these often divisive social distinctions. This unit examines the broader political frameworks that popular music movements have either defined, encountered or conquered, areas that include all manner of political activism, the emergence of subcultures and countercultures, issues of censorship, sex, morality and much more. Of particular significance to this unit is how popular music has been socially and politically empowering when there was little or no alternative; offering some of society's most disenfranchised populations the means to a voice.

## 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:

Discuss relevant moments in popular music history

Describe the role that popular music has played, and continues to play, in the contemporary political landscape

Identify relationships between various genres of popular music and critical theory, social

movements, and aesthetic values

Explain academic ideas in writing

Identify independent academic research in the discipline, including appropriate articles in academic journals

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial Worksheets</u>	35%	No	Weekly
<u>Class Tests</u>	30%	No	Weeks 5 and 9
<u>Essay</u>	35%	No	Weeks 10 and 11

### Tutorial Worksheets

Due: **Weekly**

Weighting: **35%**

### Assessment Outline

To help you prepare for each tutorial, you will be given tasks to complete prior to each tutorial. These tasks include:

- short-answer exercises based on the required readings and lecture content
- exercises to assist you with your assignments.

Preparatory worksheet tasks will appear on iLearn under the relevant week by 5pm on the Friday before your class. In some weeks you will also be required to submit work prepared during a tutorial.

### Requirements

Preparation tasks should be completed before the start of your tutorial. Unless otherwise advised, a short paragraph (100-150 words) will suffice for each question on the preparation sheet. You should acknowledge any sources cited (as shown on iLearn). Unless specifically asked to, you do not need to include external scholarly sources in your worksheets.

### Submission Instructions

Tutorial worksheets must be submitted in hard copy within the first 15 minutes of each class. In addition, all worksheets must be uploaded (as a single document) on Turnitin by **5pm Friday 13 October**.

### Assessment Criteria

- Evidence that all preparation and in-class tasks have been submitted in class and on Turnitin.

- Evidence of written engagement with unit content.

Model answers will be discussed in class before the mid-session break. This will provide you with early feedback so that you can check your progress in this unit.

On successful completion you will be able to:

- Discuss relevant moments in popular music history
- Describe the role that popular music has played, and continues to play, in the contemporary political landscape
- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values
- Explain academic ideas in writing

## Class Tests

Due: **Weeks 5 and 9**

Weighting: **30%**

### Assignment Outline

This assignment involves two closed-book, in-class tests. Each test consists of a number of multiple-choice questions based on the unit content. The Week 5 test may be based on any material from Weeks 1-5. The Week 9 test may be based on any material from Weeks 6-9.

### Requirements

The Class Tests will be administered during tutorials.

### Submission Instructions

Class Tests will be distributed at the start of tutorials in Weeks 5 and 9. Each test will last for between 10 and 15 minutes and will consist of multiple-choice questions only. All Class Tests will be collected in class. There will not be an opportunity to complete the tests online.

### Assessment Criteria

Marks will be awarded according to the number of questions answered correctly.

On successful completion you will be able to:

- Describe the role that popular music has played, and continues to play, in the contemporary political landscape

## Essay

Due: **Weeks 10 and 11**

Weighting: **35%**

## Assignment Outline

The major project must address one of the topics in the Essay Guide, which will be available on iLearn by 5pm Friday 11 August. The essay must demonstrate engagement with the content of MUS102.

## Requirements

- Essays must be 1700 words (plus or minus 100 words, including all in-text references, not including reference list).
- Essays must address one of the set topics available in the Essay Guide (available on iLearn).
- Essays must include a minimum of six (6) scholarly sources.
- Essays must follow the Harvard referencing system shown on iLearn.

## Submission Instructions

A **full hard copy version** of the essay is due in the first 15 minutes of your Week 10 tutorial for peer review. The version you bring to class must be complete (including all references and reference list). Dot-point plans and incomplete essay fragments will not count towards your mark.

The final version of your essay is due on Turnitin/iLearn by 5pm Tuesday 24 October. For a guide to using Turnitin, please visit: [https://www.mq.edu.au/iLearn/student\\_info/assignments.htm](https://www.mq.edu.au/iLearn/student_info/assignments.htm)

## Assessment Criteria

Essays will be assessed according to the following criteria:

- Argument and evidence.
- Research and referencing.
- Effectiveness of structure.
- Level of written expression.
- Level of peer-review contribution.

You may be asked to meet with Adrian Renzo for a *viva voce*, to elaborate on your research process.

On successful completion you will be able to:

- Discuss relevant moments in popular music history
- Describe the role that popular music has played, and continues to play, in the contemporary political landscape
- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values
- Explain academic ideas in writing
- Identify independent academic research in the discipline, including appropriate articles in

academic journals

## Delivery and Resources

### Delivery Mode

Day (Internal).

### Class Times

All lecture and tutorial times, as well as classrooms, are available on the MQ Timetables website: <http://www.timetables.mq.edu.au>

**Lectures and tutorials for this unit begin in Week 1.**

### Required Readings

Required readings will be listed on iLearn. All required readings will be available through the library's MultiSearch function.

### Technologies Used and Required

The assignments in this unit require word-processing skills and access to a web browser. Students will be expected to submit written material in class, and should therefore be equipped with writing materials at all times.

### Unit Schedule

A topic schedule and additional materials will be available on iLearn.

## 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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>.

## Additional Information

MMCCS website:

[https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/department\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application: <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication.

## 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/](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

### 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

- Discuss relevant moments in popular music history
- Describe the role that popular music has played, and continues to play, in the contemporary political landscape
- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values
- Explain academic ideas in writing
- Identify independent academic research in the discipline, including appropriate articles in academic journals

#### Assessment tasks

- Tutorial Worksheets
- Class Tests
- Essay

### 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

- Describe the role that popular music has played, and continues to play, in the contemporary political landscape
- Identify relationships between various genres of popular music and critical theory, social



movements, and aesthetic values

## **Assessment tasks**

- Tutorial Worksheets
- Class Tests
- Essay

## **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**

- Describe the role that popular music has played, and continues to play, in the contemporary political landscape
- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values
- Identify independent academic research in the discipline, including appropriate articles in academic journals

## **Assessment tasks**

- Tutorial Worksheets
- Class Tests
- 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**

- Discuss relevant moments in popular music history
- Describe the role that popular music has played, and continues to play, in the contemporary political landscape

- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values
- Explain academic ideas in writing

## **Assessment tasks**

- Tutorial Worksheets
- Class Tests
- Essay

## **Extensions and Late Penalties**

### **Extensions**

If you experience serious and unavoidable disruption which prevents you from sitting a test, submitting a hard-copy worksheet, or submitting an essay, please complete a Disruption to Studies form ([http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)). Once your application has been approved, you will be advised how and when to submit your work.

Should your application for Disruption to Studies be unsuccessful, please notify the Unit Convenor as soon as possible by email.

### **Late Penalties**

Students who submit Tutorial Worksheets more than 15 minutes after the commencement of their allocated tutorial (without submitting a Disruption to Studies form) will forfeit the marks for that week's work only.

Students who miss a Class Test (without submitting a Disruption to Studies) form will forfeit the marks for the relevant test.

Late essays (without a Disruption to Studies form) will attract a late penalty of 5% of the total possible mark per day.