MHIX365

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

S2 OUA 2017

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	Hurdle	Due
Weekly Quiz	25%	No	weekly
Primary Source Analysis	10%	No	27 August 11.55pm
Research essay proposal	25%	No	17 September 11.55pm
Research Essay	40%	No	6 November 11.55pm

Weekly Quiz

Due: **weekly**
Weighting: **25%**

You will find a quiz in the iLearn block for each week of this unit, consisting of two short-answer questions (you only need to write a maximum of 2-3 sentences for each answer). The quiz is timed - you will have 10 minutes to write your responses. One question will assess your understanding of the week's lectures, the other will assess your understanding of the readings. You will do twelve quizzes over the semester (plus one practice test in week one, which is not graded); the best ten will count towards your grade. The quiz will be graded out of 4 (2 possible marks per question). You will receive feedback in the form of model answers for each question.

NOTE: You will need to complete your quiz before midnight on Sunday of each week. Unless you are ill or have an unavoidable absence, and can provide documentation, you will **not** be able to make up any quizzes after the week in which they are given.

On successful completion you will be able to:

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- Communicate effectively in a range of written forms

Primary Source Analysis

Due: **27 August 11.55pm**
Weighting: **10%**

In our week 3 discussions, we will focus on analysing primary sources and how to use them in a research essay. We will be working online with a supplied primary source that relates to this week's topic area.

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

The written piece is to be submitted by Sunday 27 August at 11.55pm

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Research essay proposal

Due: **17 September 11.55pm**
Weighting: **25%**

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.

Submitting your proposal: The proposal is due **Sunday 17 September at 11.55pm** via turnitin on iLearn.

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

1. Your research question, clearly framed as an essay question, rather than simply as an idea.

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 might your main primary sources be? 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?

    ◦ How does the genre or form of your primary sources shape their meaning?

    ◦ What do you need to know 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?)

    ◦ Are there questions about evidence or methodology you need to consider?

3. An annotated bibliography, which must have seven 100 word entries. The works in your annotated bibliography should be the most relevant secondary sources for researching your project. You may use the questions in the 'approach' section above as a guide to thinking about the kinds of readings you need to cover in your annotate bibliography.

4. The proposal 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

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
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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

Research Essay

Due: **6 November 11.55pm**
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 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 on your research proposal when completing your final research project.

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

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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

Assessment Policy 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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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

- Weekly Quiz
- Primary Source Analysis
- Research essay proposal
- Research Essay

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

- Primary Source Analysis

- Research essay proposal

- Research Essay

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

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

Assessment tasks

- Weekly Quiz

- Primary Source Analysis

- Research essay proposal

- Research Essay

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

- Weekly Quiz
- Primary Source Analysis
- Research essay proposal
- Research 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

- 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

- Weekly Quiz
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- Research essay proposal
- Research 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

- Read and analyse different kinds of historical evidence, including visual and textual sources
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Assessment tasks

- Weekly Quiz
- Primary Source Analysis

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

- Weekly Quiz
- Primary Source Analysis
- Research essay proposal
- Research Essay

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

- Research essay proposal
- Research Essay

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

- Research essay proposal
- Research Essay