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Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Lecturer</td>
</tr>
<tr>
<td>Rebecca Sheehan</td>
</tr>
<tr>
<td><a href="mailto:rebecca.sheehan@mq.edu.au">rebecca.sheehan@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via +612 98507947</td>
</tr>
<tr>
<td>Office B110, Modern History, Level 2, Arts Precinct, 25C Wally's Walk</td>
</tr>
<tr>
<td>By appointment</td>
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</tbody>
</table>

- **Credit points**: 10
- **Prerequisites**: 40cp at 1000 level or above
- **Corequisites**:  
- **Co-badged status**

### Unit description

In this unit, we explore the cultural history of and links between sexuality, gender, race, and rock music. Influenced by black and working-class cultures, and with sexuality embedded in its form and practice, rock music has challenged and transformed existing norms of family, sex and gender. Music has also been a site of struggle between the freedom that music enables and the commodification that spreads music globally. We begin with slave songs in the nineteenth century and travel through the 1950s boom of rock’n'roll and Elvis, the 1960s British Invasion, the 1970s emergence of disco, the 1980s MTV revolution and hip hop, and conclude with Laura Jane Grace, Beyonce, and the contemporary music scene. Along the way, we uncover the hidden histories and pioneering contributions of women, explore how glam rock, disco, and MTV laid the foundations of performative gender and queer theories, and learn how social identities and ideals have been reflected in and shaped by rock music.

## 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](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

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

- **ULO1**: Interpret sexuality, gender, and race in the cultural history of Western rock music.
and rock’s impact on social norms.

**ULO2:** Critically analyse popular cultural forms in scholarly ways

**ULO3:** Evaluate and express conceptually difficult ideas and independent critical thinking in oral and written forms

**ULO4:** Pose research questions

**ULO5:** Synthesise diverse sources to build and defend a reasoned position in response to research questions.

**General Assessment Information**

Detailed **Assessment Guidelines** explaining the requirements for each assignment are available on the GEND2030 iLearn page in the **Assessment Resources** section. You must read these guidelines in order to successfully complete each task.

All essays are to be submitted electronically through Turnitin on the GEND2030 iLearn page. You can use Turnitin Draft Coach to check your work in advance of submission. Instructions are here: https://students.mq.edu.au/support/technology/systems/ilearn/assignments-grades.

Please be aware of the following policies in regard to assignments:

**Academic Integrity Policy:** https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-integrity. *The university takes plagiarism very seriously and there are penalties for using other people’s work as your own. This includes directly quoting other people’s work without quotation marks and/or acknowledgement. Please check this unit’s iLearn site for resources on how to cite your sources properly and avoid plagiarism.*

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


**Requests for Extensions**

To request an extension for a period up to and including 5 working days, please email your tutor.

To apply for an extension of more than 5 working days please complete a Special Consideration request and submit it online here: https://students.mq.edu.au/study/assessment-exams/special-consideration. For more information see the Special Consideration Policy above and find further details here: https://students.mq.edu.au/study/my-study-program/special-consideration.

**Late Assessment Submission Penalty**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of ‘0’ (zero) will be awarded.
even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quiz</td>
<td>20%</td>
<td>No</td>
<td>Weekly throughout semester</td>
</tr>
<tr>
<td>Research proposal (1000 words)</td>
<td>30%</td>
<td>No</td>
<td>Week 7, Friday September 8</td>
</tr>
<tr>
<td>Research Project--Essay or Blog</td>
<td>50%</td>
<td>No</td>
<td>Week 13, Friday November 3</td>
</tr>
</tbody>
</table>

**Weekly quiz**

Assessment Type ¹: Quiz/Test  
Indicative Time on Task ²: 48 hours  
Due: Weekly throughout semester  
Weighting: 20%

Weekly quizzes based on unit content

On successful completion you will be able to:

- Interpret sexuality, gender, and race in the cultural history of Western rock music and rock’s impact on social norms.
- Critically analyse popular cultural forms in scholarly ways.
- Synthesise diverse sources to build and defend a reasoned position in response to research questions.

**Research proposal (1000 words)**

Assessment Type ¹: Plan  
Indicative Time on Task ²: 30 hours  
Due: Week 7, Friday September 8  
Weighting: 30%
This 1000 word proposal is the first step in building your final research project. It provides you with the opportunity to research a topic of interest to you within the broad scope of gender, sexuality, race, and popular music. You can choose a question to answer from the list provided, or create your own question in concert with the tutor. This is a research assignment in which you will be expected to address a prompt/answer a question using an evidence-based argument. That evidence must be comprised of primary and secondary sources, including songs.

On successful completion you will be able to:

- Interpret sexuality, gender, and race in the cultural history of Western rock music and rock’s impact on social norms.
- Critically analyse popular cultural forms in scholarly ways
- Evaluate and express conceptually difficult ideas and independent critical thinking in oral and written forms
- Pose research questions
- Synthesise diverse sources to build and defend a reasoned position in response to research questions.

Research Project--Essay or Blog

Assessment Type 1: Essay
Indicative Time on Task 2: 36 hours
Due: Week 13, Friday November 3
Weighting: 50%

This assignment builds on your research proposal to complete an essay or blog.

On successful completion you will be able to:

- Interpret sexuality, gender, and race in the cultural history of Western rock music and rock’s impact on social norms.
- Critically analyse popular cultural forms in scholarly ways
- Evaluate and express conceptually difficult ideas and independent critical thinking in oral and written forms
- Pose research questions
- Synthesise diverse sources to build and defend a reasoned position in response to research questions.
1 If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the **Writing Centre** for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

**Delivery and Resources**

Each week there will be:

1 x 2-hour lecture.

1 x 1 hour tutorial. For internal/in-person students, there is a tutorial on campus. For online students, there is an online discussion forum on iLearn (see the separate unit guide for online students).

All readings are available via Leganto through a link on the iLearn site.

**Unit Schedule**

**UNIT SCHEDULE**

Please note that this schedule is a guide and may be subject to change

**Week 1**

Lecture 1: Introduction and Rock’s roots: minstrelsy to R&B

Tutorial: Introductions; music and identity

**Week 2**

Lecture 2: Postwar to the 1950s: From Frank Sinatra to Elvis Presley

Tutorial: Gender, Race & Sex: Sister Rosetta Tharpe & Little Richard

**Week 3**

Lecture 3: 1950s: Belonging and Rebellion: rock’s fans and opponents

Tutorial: Reactions to rock’n’roll

**Week 4**

Lecture 4: 1960s: Pop, Artifice, and Cultural Politics

Tutorial: Crossing over: girl groups, Motown, and Nina Simone

**Week 5**

Lecture 5: 1960s: Rock, Authenticity, and Sexual Politics

Tutorial: Liberation and oppression: women and “cock rock”
Week 6
Lecture 6: 1970s: Liberating and Queering Rock
Tutorial: Performing Difference

Week 7
Lecture 7: 1970s: Resisting the Master: reggae, punk, and the rise of disco
Tutorial: Performing Freedom

RESEARCH ESSAY PROPOSAL DUE END OF WEEK 7

*SESSION BREAK*

Week 8
Lecture 8: 1960s-1980s “Fear of a Black Planet”: from hip hop to gangsta rap
Tutorial: Do the Right Thing

Week 9
Lecture 9: 1980s: “I Want My MTV”
Tutorial: Shape shifters: Madonna, Michael Jackson, Prince

Week 10
Lecture 10: 1990s: Grunge to Riot Grrrls
Tutorial: Gendering and Racialising Authenticity

Week 11
Tutorial: Survivors

Week 12
Lecture 12: The New Millennium; Conclusions
Tutorial: Conclusions

Week 13
Lecture 13: Research Essay consultations
Tutorial: Research Essay consultations

RESEARCH ESSAY DUE END OF WEEK 13

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to
Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

**Results**

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

**Academic Integrity**

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/
The Writing Centre
The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support
Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries
Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Changes from Previous Offering
This semester we are trialling a weekly quiz instead of tutorial participation as an assessment component.