



MUS 102

Passion, Rebellion and Identity in Popular Music

S2 Day 2018

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Lecturer, Convenor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Popular music has often functioned as a creative expression of dissent. Music has been used to construct or undermine various configurations of identity (whether based on race, class, or other social distinctions). This unit explores the ways in which music has helped musicians and listeners to engage with and/or resist the status quo. The unit explores explicitly political interventions by musicians as well as more subtle interventions that bypass official political processes. Key analytical tropes from popular music studies are introduced and critiqued (including the study of subculture, 'authenticity', and 'retromania') and the various concepts are illustrated with reference to genres such as disco, rock, and hip hop.

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>Class Tests</u>	50%	No	Weeks 3,5,7,9
<u>Peer Review</u>	5%	No	Week 10
<u>Essay</u>	45%	No	Weeks 7-11

Class Tests

Due: **Weeks 3,5,7,9**

Weighting: **50%**

Assignment Outline

This assignment involves four closed-book, in-class tests. Each test consists of a number of multiple-choice questions based on the unit content.

Requirements

Students will require a pen.

Submission Instructions

Class Tests will be distributed at the start of tutorials in Weeks 3, 5, 7 and 9. Each test will last approximately 10 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 and Standards

Marks will be awarded according to the number of questions answered correctly. Please see iLearn for a full assessment rubric.

Example Tasks

You will have an opportunity to sit a 'practice' test in a tutorial. This will provide you with early feedback on your progress in this unit. In addition, sample multiple-choice questions will be periodically displayed during lectures.

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

Peer Review

Due: **Week 10**

Weighting: **5%**

Assignment Outline

This assignment will involve writing peer-reviews of two essays in class time.

Requirements

In Week 10 you will bring a complete printed version of your final essay (1700 words plus reference list) to class. You will then review two of your peers' essays and will submit handwritten feedback on each essay. You will be given specific questions to answer about each essay.

Submission Instructions

The peer-review session will take place during the Week 10 tutorials. In order to ensure equity across classes, you may only participate in the tutorial in which you are officially enrolled. Peer-review submissions will be handwritten and submitted to your tutor at the end of the Week 10 tutorial.

In order to earn marks for this task, you will need to bring a complete printed version of the essay (1700 words plus reference list) in the first 15 minutes of your tutorial for peer review. If you bring an incomplete essay (or no essay) to class, you are welcome to participate in the peer-review session but will not receive marks for your peer-review submission.

Assessment Criteria and Standards

Peer-reviews will be assessed according to the following criteria:

- Ability to identify relevant strengths of each essay
- Ability to identify potential areas for improvement in each essay.

Please see iLearn for a full assessment rubric.

Example Tasks

Please see iLearn for examples of previous work.

On successful completion you will be able to:

- Explain academic ideas in writing

Essay

Due: **Weeks 7-11**

Weighting: **45%**

Assessment Outline

The essay must address one of the topics in the Essay Guide, available on iLearn. 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 on iLearn.
- Essays must include a minimum of six scholarly sources.
- Essays must follow the Harvard referencing system shown on iLearn.

Submission Instructions

In **Week 7**, you will submit:

- a thesis statement (that is, a summary of your main argument in one or two sentences)
- a sample paragraph from your essay (this may be from any part of the essay - for example, the introduction, a body paragraph, etc).

This material is due on iLearn by **5pm Friday 14 September**. You will be given individual feedback on your work and are advised to incorporate any suggestions in your essay. Please note: we are only able to provide feedback on one submission and will not provide an exhaustive list of every possible or potential improvement. This is simply an opportunity to gain some early formative feedback on your essay. It is fine for you to change topics after Week 7. If you have additional questions, please make use of the consultation times listed on iLearn.

In **Week 10** you will need to bring a complete printed version of the essay (1700 words plus reference list) to your tutorial for peer review. If you bring an incomplete essay (or no essay) to class, you are welcome to participate in the peer-review session but will not receive marks for your peer-review submission.

In **Week 11** you will submit the final version of your essay on Turnitin/iLearn (due **5pm Tuesday 23 October**). For a guide to using Turnitin, please visit: https://www.mq.edu.au/iLearn/student_info/assignments.htm.

Assessment Criteria and Standards

Essays will be assessed according to the following criteria:

- Argument and evidence.
- Research and referencing.
- Effectiveness of structure.

- Level of written expression.

Please see iLearn for a full assessment rubric.

You may be asked to meet with the Unit Convenor for a viva voce, to elaborate on your research process.

Example Tasks

Extracts from previously submitted essays will be discussed in an iLearn video. In addition, you will be able to read other students' essays in full during the peer-review session in Week 10.

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 available through iLearn.

Technologies Required

The assignments in this unit require word-processing skills and access to a web browser. Students will be expected to submit some written material in class, and should 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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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/departments_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/.

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

- Identify relationships between various genres of popular music and critical theory, social movements, and aesthetic values

Assessment tasks

- Class Tests
- 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

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

Assessment tasks

- 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

- 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

- Class Tests
- Peer Review
- 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

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

Assessment tasks

- 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

- Class Tests
- Peer Review
- Essay

Late Submissions

General Late Policy

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, tests.

Class Tests

Unless a Special Consideration request has been submitted and approved, no late submissions will be accepted for Class Tests. If your Special Consideration request has been approved, you will be advised how and when to sit the test.

Peer Review

Unless a Special Consideration request has been submitted and approved, no late submissions will be accepted for the Peer Review. If your Special Consideration request has been approved, you will be advised how and when to submit your Peer Review.

Essay

Week 7. There is no penalty for non-submission of the thesis statement and draft paragraph in Week 7. However, please note that if you do not submit any work in Week 7, you will only be able to obtain formative feedback on your work during the consultation times listed on iLearn.

Week 10. In order to earn marks for the Peer Review task (please see above), you must bring a complete version of your essay (1700 words plus reference list) to your Week 10 tutorial. If you bring an incomplete essay (or no essay) to class, you are welcome to participate in the peer-review session but will not receive marks for your peer-review submission.

Week 11 (final submission on Turnitin). 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.