USC

COURSE OUTLINE

HIS100 What makes Australia? History of Australian popular culture: The twentieth century and beyond

Course Coordinator: Margaret Cook (mcook1@usc.edu.au)   **School:** School of Law and Society

2021 | Semester 1

USC Sunshine Coast USC Moreton Bay	ON CAMPUS	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE 1	You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is a history of popular culture in Australia over the 20th and 21st centuries. It deals with material culture, the spoken and performative culture, and expressions of culture in print. This introductory level course will introduce the skills and concepts that will be built upon in upper level courses (i.e. finding, interpreting and utilising primary and secondary sources, and building sound academic arguments).

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – 1 Hour online Lecture content not for timetabling	1hr	Week 1	13 times
Tutorial/Workshop – On Campus Workshop - 2 Hours	2hrs	Week 1	13 times
ONLINE 1			
Lecture – Online lecture content	1hr	Week 1	13 times
Tutorial/Workshop – Synchronous tutorial	2hrs	Week 1	13 times

1.3. Course Topics

This course offers a history of Australian 20th and 21st century popular culture through an analysis of:

- Aboriginal history
- the pioneer and Anzac legends
- sport
- Australian identity and the Australian Dream
- film and television
- advertising and consumerism
- masculinity and gender
- multiculturalism

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Describe central themes in Australian cultural history.	Knowledgeable Creative and critical thinker
2 Develop and apply historical argumentation and professional historical analysis.	Empowered
3 Explain and evaluate relevant concepts in cultural theory.	Knowledgeable Ethical
4 Apply basic skills for historical research and writing and communicate historical themes and cultural theory to a group.	Knowledgeable Empowered

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

AUS100 or HSS121

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Essay	Individual	25%	1000 words	Week 4	Online Assignment Submission
All	2	Oral	Individual	35%	8 minutes	Refer to Format	In Class
All	3	Essay	Individual	40%	1750 words	Week 13	Online Assignment Submission

All - Assessment Task 1: Essay

GOAL:	To analyse and reflect on the connections between the Anzac legend and notions of Australian identity, as expressed in popular culture of the 20th and 21st centuries.
PRODUCT:	Essay
FORMAT:	Students will produce an essay of 1,000 words (excluding references and bibliography) that: Briefly defines 'popular culture', and explains its importance in historical enquiry (particularly with regards to national identity), Outlines the history and purpose/function of the Anzac legend in Australian history, Summarises contemporary debate(s) about the Anzac legend and its contribution to Australian identity, Analyses 2-4 'pop culture' primary sources in relation to the Anzac legend. In producing this essay, students will need to find 2-4 relevant 'pop culture' primary sources (e.g. photographs, paintings, posters, newspaper articles of the period, songs/poems, speeches, television programmes/advertisements, movies, etc.) for analysis and inclusion in their work. Tutorials in weeks 1-3 will help students build the relevant skills/knowledge to locate primary sources; suggested research tools/resources will be available from the beginning of semester on Blackboard. The essay must also be appropriately researched and supported with secondary sources (academic journal articles, books, etc. on Australian history, cultural theory, etc.). All primary sources must be referenced and (if using images in essay) captioned. All direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this essay must also be referenced.The essay must be written using appropriate academic language and formatting, and must include references and a bibliography/list of sources. The referencing style used should be either Harvard (in-text brackets, List of Sources at end of essay) or Chicago 16A (footnotes on each page, List of Sources at end of essay). References and Bibliography/List of Sources will not be included in the word count.
CRITERIA:	

No.		Learning Outcome assessed
1	Quality of Primary Research (12 Marks) Has the student effectively utilised primary sources as the foundation of their argument?	
2	Quality of Secondary Research (12 Marks) Has the student effectively utilised secondary sources to support their analysis?	
3	Quality of Interpretation (12 Marks) Has the student effectively interpreted the sources presented?	
4	Quality of Argument (7 Marks) Has the student developed a reasonable and convincing argument?	
5	Quality of Expression (7 Marks) Has the student effectively communicated their argument?	
6	Assessment criteria are mapped to the course learning outcomes.	① ② ③ ④

All - Assessment Task 2: In-Class Presentation

GOAL:	To demonstrate knowledge, historical research skills, apply historical and cultural theory concepts, and communicate these through a concise and informative presentation on a key theme in the history of Australian popular culture.
PRODUCT:	Oral
FORMAT:	Submit: Week 9-12. Students will deliver a PowerPoint presentation (maximum 8 minutes long) to the class, on a key theme in the history of Australian popular culture. Students will use the same research topic/theme in Task 2 (Tutorial Presentation) and Task 3 (Essay). The Tutorial Presentation is therefore an opportunity for students to:'Test drive' their research discoveries and ideas on the chosen topic/theme, Discuss the primary and secondary sources collected thus far, Share the tentative conclusion(s) they have reached. Students will be provided with a list of possible research topics for Task 2/Task 3 on Blackboard at the beginning of semester. The presentation should be engaging and professional in tone, be well illustrated and referenced (images, quotes and ideas from other sources should be referenced on the slides, a List of Sources should be included at the end of the presentation), and follow a logical structure.Students should ensure their presentations include: An introduction to their chosen topic, and a brief summary of what the presentation will cover; A brief discussion of the history/ies and cultural theory/ies (i.e. academic secondary sources) that have informed the research thus far; A brief explanation of what research has been undertaken thus far (e.g. archives, Trove, USC library, Google Scholar, etc.), what sorts of sources have been found (e.g. types of primary sources, key secondary source texts, etc.), and how these sources contribute to the research topic/theme; A discussion of the main ideas that have emerged from the research thus far, and what tentative conclusions have been reached with regards to the research topic/theme; A list of sources/bibliography slide.

CRITERIA:	No.		Learning Outcome assessed
	1	Breadth and Depth of Knowledge (9 Marks) Does the presentation cover relevant topics in a comprehensive and detailed way?	
	2	Evidence of Research (7 Marks) Is the presentation supported by a range of high-quality sources?	
	3	Quality of Argument (7 Marks) Does the presentation make a reasonable and convincing argument?	
	4	Quality of Communication (7 Marks) Does the presenter effectively employ dialogue, slides, and other visual aids?	
	5	Timing (5 Marks) Is the presentation between 7m 30s and 8m 30s?	

All - Assessment Task 3: Essay

GOAL:	To demonstrate knowledge, historical research skills, apply historical and cultural theory concepts, and communicate these through an essay on a key theme in the history of Australian popular culture.
PRODUCT:	Essay
FORMAT:	Students will produce a 1750 word essay on a key theme or topic in the history of Australian popular culture. Students will use the same research topic/theme in Task 2 (Tutorial Presentation) and Task 3 (Essay). Students will be provided with a list of possible research topics for Task 2/Task 3 on Blackboard at the beginning of semester. The Essay (Task 3) should build on and extend the research/findings presented for Task 2, rather than simply repeating or duplicating material from Task 2.In responding to the chosen topic, the essay should combine knowledge of course concepts/themes with original research (primary and secondary sources). The essay may include visual elements (e.g. images, maps, etc.). All primary sources must be referenced and (if using images in essay) captioned. All direct quotes, indirect (paraphrased) quotes/ideas, and any historical information located during research for this essay must also be referenced.The essay must be written using appropriate academic language and formatting, and must include references and a bibliography/list of sources. The referencing style used should be either Harvard (in-text brackets, List of Sources at end of essay) or Chicago 16A (footnotes on each page, List of Sources at end of essay). References and Bibliography/List of Sources will not be included in the word count.

CRITERIA:	No.		Learning Outcome assessed
	1	Quality of Research (12 Marks) Has the student gathered a meaningful and academically valid collection of primary and secondary sources?	
	2	Quality of Interpretation (12 Marks) Has the student effectively integrated primary and secondary sources in their analysis?	
	3	Quality of Argument (8 Marks) Has the student developed a reasonable and convincing argument?	
	4	Quality of Expression (8 Marks) Has the student effectively communicated their argument?	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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