



UNSW Course Outline

ARTS1121 Performance and Popular Culture - 2024

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General Course Information

Course Code : ARTS1121

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of the Arts and Media

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Performance is everywhere in popular culture – on the stage and in the streets, on our phones and in our homes. In this course, you will learn how forms of performance become popular in reaching out to audiences, overcoming social barriers, encouraging participation, and bringing

creativity to life. From festivals, parades and sell-out shows to smash-hit musicals, street dance, and music videos, you will explore performance in popular culture today by asking: where has it come from, who does it involve, and how is it performed? Through interactive learning, student-led content, and creative research, you will learn how people make performances that attract our attention, how cultural industries produce entertainment with widespread appeal, and how participating in performance connects people around the world.

Relationship to Other Courses

n/a

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain and apply key concepts in the study of performance and popular culture.
CLO2 : Identify and analyse historical traditions, cultural politics and current conventions in popular performance.
CLO3 : Investigate popular performance and construct evidence-based arguments about its significance.
CLO4 : Synthesise scholarly research, performance analysis and creative practice.

Course Learning Outcomes	Assessment Item
CLO1 : Explain and apply key concepts in the study of performance and popular culture.	<ul style="list-style-type: none">• Essay• Online Test
CLO2 : Identify and analyse historical traditions, cultural politics and current conventions in popular performance.	<ul style="list-style-type: none">• Group Presentation• Essay• Online Test
CLO3 : Investigate popular performance and construct evidence-based arguments about its significance.	<ul style="list-style-type: none">• Group Presentation• Essay
CLO4 : Synthesise scholarly research, performance analysis and creative practice.	<ul style="list-style-type: none">• Group Presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

This course is delivered through a combination of lectures, tutorials, and workshops. In lectures, you will learn about performance and popular culture across time through genre histories, case

studies, and screenings. In the tutorials and workshops, you will share what interests you in popular culture, engage with course materials, and collaborate in activities that develop skills in creative thinking, critical analysis, and performance practice. You will also study independently, through reading, notetaking, online learning, attending performances, and planning practical activities.

Additional Course Information

n/a

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 12/07/2024 11:59 PM Post Date: 26/07/2024 05:00 PM
Group Presentation Assessment Format: Group	30%	Start Date: Not Applicable Due Date: 29/07/2024 11:00 AM Post Date: 12/08/2024 05:00 PM
Online Test Assessment Format: Individual	30%	Start Date: 31/07/2024 09:00 AM Due Date: 05/08/2024 11:59 PM Post Date: 12/08/2024 11:30 PM

Assessment Details

Essay

Assessment Overview

Students research and write a 1,500-2,000 word essay about a popular performance, paying attention to historical traditions, cultural politics and current conventions.

Feedback will be given via comments, rubric, and grade.

Course Learning Outcomes

- CLO1 : Explain and apply key concepts in the study of performance and popular culture.
- CLO2 : Identify and analyse historical traditions, cultural politics and current conventions in popular performance.
- CLO3 : Investigate popular performance and construct evidence-based arguments about its significance.

Detailed Assessment Description

Essay questions are on Moodle.

Essay plan

The first step is to prepare and submit an essay plan for feedback. The essay plan is 1-page in length, double line-spacing, 11-12 point font. It should address the following points, which you can use as subheadings:

- Which essay topic are you responding to?
- Which performance or performances are you writing about. Include details of the format in which you will watch or attend this performance?
- What concepts, themes or ideas drew you to address this essay topic by analysing this performance?
- A list of three readings (at least) that are relevant to your topic – one from the course set reading, one from the course suggested/recommended readings, and one you have identified yourself via UNSW library.

Assessment Length

1,500-2,000 words

Submission notes

This assessment requires footnotes and references

Assessment information

Assessment criteria

Your essay will be assessed on:

- Content – your ability to document your experience of a performance and undertake research on its history and context in support of your analysis.
- Sources – your ability to extend readings given in class to other relevant scholarly texts, and to research further in support of your argument.
- Critical Approach – your ability to analyse a performance with an awareness of its complexity as a cultural form, and to make connections between that form and aligned areas of critical debate.
- Structure – your ability to organize your ideas in a way that clearly builds your argument, demonstrates a consistent authorial voice, and engages appropriately with other voices.
- Presentation – your ability to write fluent, grammatically correct prose and to present your research in an appropriate scholarly manner i.e. carefully referenced (quotation marks, indentation of quotations 3 lines of more in length, consistent referencing of sources in footnotes and bibliography etc.), with title page indicating the number of the essay question

you are addressing, fully proof-read for mistakes, double line spacing, black ink, 11/12 pt font, and paginated.

Regarding any use of AI for assessments, please note the university policy: 1) any use of AI must be fully acknowledged and properly referenced upon submission; 2) students may be asked to provide drafts and/or attend a meeting with the course convenor to discuss the use of AI in their submissions; 3) failure to respond to such requests may lead to reduction of marks or referral for academic misconduct.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

An Essay Plan is due in Week 4, Monday 17th June

Group Presentation

Assessment Overview

Working in small groups (4-6 students), students create a short performance (about 3 minutes), drawing on a genre of popular performance. Each student submits a self-evaluation and peer review form on their work as a group.

Course Learning Outcomes

- CLO2 : Identify and analyse historical traditions, cultural politics and current conventions in popular performance.
- CLO3 : Investigate popular performance and construct evidence-based arguments about its significance.
- CLO4 : Synthesise scholarly research, performance analysis and creative practice.

Detailed Assessment Description

This assessment task involves a short performance presented in the lecture in Week 10 and a self evaluation and peer review form. The task is to create an entertaining three-to-five-minute performance, suitable for inclusion in a variety show. The performance should draw on a genre of popular entertainment covered in the course.

The performances will be presented in the lecture in Week 10 which will run as an audition for a variety show. Arrive at the lecture on time and ready to perform. There will be no backstage area or time for preparation. The order will be called on the day and assessments will be made by a panel of producers. Performers will form the audience for each act and entrances/exits will be made from/to the audience.

Attendance is compulsory. If you cannot for any reason attend the audition you will be required to apply for special consideration in order to be eligible for alternative assessment.

Assessment Length

3-5min

Submission notes

This submission is a performance and individual/peer assessment sheet

Assessment information

Assessment criteria

The performance, group report and peer review will be used to assess your work on this task against the following assessment criteria:

- Critical engagement – the extent to which the performance demonstrates an informed response to ideas in the course.
- Research – the extent to which the performance has been informed by research. Research can include watching performance, archival sources and scholarly research.
- Entertainment – the extent to which your performance realises the potential for entertainment. How do you make your performance fresh and compelling for an audience today?
- Presentation – the extent to which you demonstrate a commitment to excellence in performance. This will include adequate preparation and rehearsal; attention to timing and precision; performance presence and entertainment value.
- Collaboration – Evidence of sound, purposeful and constructive collaboration with peers.

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Assignment submission Turnitin type

This is not a Turnitin assignment

Hurdle rules

Each student is responsible for documenting their contribution to researching and creating the performance. The documentation should record information about the research you undertook, your role in creating the performance, and the progress you are making.

Online Test

Assessment Overview

Students individually complete a 60-minute online test that examines key concepts in the study of performance and popular culture, drawing on case studies, genre histories, readings and screenings from the course.

Course Learning Outcomes

- CLO1 : Explain and apply key concepts in the study of performance and popular culture.
- CLO2 : Identify and analyse historical traditions, cultural politics and current conventions in popular performance.

Detailed Assessment Description

This test examines your understanding of key concepts about performance and popular culture. It is based on the course content – lectures, set readings, and screenings – presented in weeks 1 to 9. It includes 20 multiple-choice questions chosen at random from a question bank and 2 short-answer questions requiring written responses (approximately 5 sentences each).

The test is open book and taken online. The duration is 60 minutes. Completion is compulsory. If you cannot for any reason complete the test, you will be required to apply for special consideration in order to be eligible for re-sitting.

Assessment Length

60 minutes

Submission notes

n/a

Assessment information

Assessment Criteria

1. Your ability to recognise, define and explain key concepts in the study of performance and popular culture.
2. Your ability to apply key concepts appropriately in analysing examples of performance in popular culture.
3. Your ability to identify and analyse historical traditions, cultural politics and current conventions in popular performance.
4. Your ability to reflect on your own experience in learning about performance and popular culture, drawing on case studies, genre histories, readings and screenings from the course.

Assignment submission Turnitin type

This is not a Turnitin assignment

General Assessment Information

See course moodle for task instructions and assessment criteria.

Grading Basis

Standard

Requirements to pass course

Students are expected to attend all lectures and classes for the School of the Arts & Media (SAM) courses in which they are enrolled.

Students who fail to attend at least 80% of tutorials run the risk of failing a course. No additional or special consideration will be provided if a student misses out on essential course information and materials, or misses an assessment task/deadline, due to unexplained absences or an unapproved lack of attendance.

A student may be advised by the Course Convenor to withdraw from the course if significant learning activities are missed. Alternatively, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Convenor.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Topic	Performing What is performing? What is popular culture? And what happens when a performance becomes popular? From smash-hit musicals to street dance and music videos, we survey a broad range of performance across popular culture today.
Week 2 : 3 June - 9 June	Topic	Creating Drawing on Hip Hop as a case study, we explore how innovations in dance-music scenes give shape to new futures. Beat Street (1984), The Get Down (2016).
Week 3 : 10 June - 16 June	Topic	Posing We all perform identities – all the time. We test out ideas about performing body-identities of gender, sexuality and race. Voguing-ballroom, Paris is Burning (1990), Pose (2018).
Week 4 : 17 June - 23 June	Topic	Protesting Protests, riots and parades – how revolutionary actions in public spaces translate into musicals on the popular stage. Les Misérables (1980), Newsies (2012), Hamilton (2015).
Week 5 : 24 June - 30 June	Topic	Imagining Cabaret, circus and escapism – how entertainment as a cultural industry conjures utopian feelings. Cabaret (1966), Moulin Rouge (2001), Matilda (2010).
Week 6 : 1 July - 7 July	Topic	Flex week – no lecture or tutorials.
Week 7 : 8 July - 14 July	Topic	Remembering Memory, musicals and storytelling – how musicals integrate song, dance and drama into stories about nation. Oklahoma! (1943), The Sound of Music (1965), Bran Nue Dae (1990), Barbara and the Camp Dogs (2017).
Week 8 : 15 July - 21 July	Topic	Aspiring Audition and aspiration – what is the fascination with rehearsing the pathway to popular success? A Chorus Line (1975), Fame (1980), Flashdance (1983), La La Land (2016).
Week 9 : 22 July - 28 July	Topic	Sharing Popular performance and the digital commons – all about copy dance, music covers, re-performing and shareable media.
Week 10 : 29 July - 4 August	Topic	Presenting Students present performances from the course during the lecture in Io Myers; responses and reflections at the tutorials.

Attendance Requirements

SAM attendance guidelines.

Students are expected to be regular and punctual in attendance at all classes for the School of the Arts & Media (SAM) courses in which they are enrolled. We expect **80% minimum attendance in tutorials**. If students have more than two unexplained absences they may be refused final assessment.

Students who do not meet attendance expectations run the risk of failing a course. No additional or special consideration will be provided if a student misses out on essential course information and materials, or misses an assessment task/deadline, due to unexplained absences or an unapproved lack of attendance.

A student may be advised by the Course Convenor to withdraw from the course if significant learning activities are missed. Alternatively, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Convenor.

If assessment tasks have been missed, the student should apply for [Special Consideration](#), accompanied by appropriate documentation.

General Schedule Information

Course Schedule

The lecture is : 11-12.30 Mondays in June Griffith M11.

The tutorials are;

1-3 Tuesday Robert Webster 332

3-5 Tuesday Robert Webster 332

1-3 Wednesday Robert Webster 332

3-5 Wednesday Robert Webster 332

The schedule changes weeks 8-10 with performance preparation in tutorial times weeks 8 and 9 and performance week 10.

Course Resources

Prescribed Resources

All required readings are available in the UNSW library via Moodle. Some sound and video recordings are also available online.

Recommended Resources

Suggestions for further research in the library and online are included in the course content. You can use these as starting point for researching your essay and as further reading on topics you find interesting. Students are also encouraged to bring relevant materials into class - including articles in the media, video recordings, performance reviews and information about upcoming performances.

Additional Costs

n/a

Course Evaluation and Development

Student feedback is gathered throughout this course both through informal feedback sessions, MyExperience surveys and via student assessments. ARTS1121 is substantially revised for delivery this year, with a new course title and description, a new sequence of course content, and

a revised set of learning activities and assessments. Your feedback on the course content and learning experience is valuable in developing the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Erin Brannigan		R. 119 Webster Building	n/a	By appointment in Teams	Yes	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externaltelsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of the Arts and Media

Location: Room 312, Level 3 Robert Webster Building

Opening Hours: Monday -Friday, 9am - 5 pm

Email: sam@unsw.edu.au

Phone: +612 9385 4856

web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/arts-media>