CULT3240
Popular Culture and Society
Course Outline

Course Co-ordinator:    Mr Craig Williams
Room:    GP2-22
Ph: Limited availability 02 4921 7364 (please call only during consultation hours: email contact preferred)
Fax: 02 4921 6933
Email: Craig.Williams@newcastle.edu.au
Consultation hours:   Tuesday 11 am – 12 pm &
                      Wednesday 11 am – 12 pm

Semester        Semester 1 - 2007
Unit Weighting  10
FOE Code        090399
Course Level    3000

Programs
Elective
B Arts
B Arts (Communication Studies)
B Arts [CC]
B Soc Sc (Rec & Tourism)
B Social Science
B Social Science [CC]

Teaching Distribution

| School of Humanities and Social Science | 100% |

Teaching Methods
Lecture
Tutorial

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 15/2/07
Modes of Delivery
Internal Mode

Industrial Experience No

Brief Course Description
Interrogates systematically the theory, organisation, meaning and ‘lived practice’ of contemporary popular culture, principally from the perspective of Cultural Studies, Media Studies and Sociology. Popular culture is examined, both in the context of the culture industries and in relation to cultural politics, through a detailed appraisal of selected forms, including case studies of popular music and media sport. Competing theories, ideologies and histories of popular culture are analysed in surveying its social role and the ‘value’ ascribed to high, middlebrow and popular culture.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Teaching Staff
Course Coordinator, Lecturer and Tutor:
Mr Craig Williams, Room GP2.22, Craig.Williams@newcastle.edu.au

Guest Lecturers:
Dr Shane Homan, Room GP3.29, Shane.Homan@newcastle.edu.au
Mr Mitchell Hobbs, Room GP2.17, Mitchell.Hobbs@studentmail.newcastle.edu.au

Learning Materials/Texts
1. There is no set text for this course.
2. Key readings placed in short loans in Auchmuty Library.
3. Blackboard/Lecture notes; and further readings list included on course outline.

Replacing Courses
N/A

Transitional Arrangements
N/A

Course Rationale
This course is designed to build on previous study of the relationships between media, culture and society by systematically interrogating the theory, organisation, meaning and ‘lived practice’ of contemporary popular culture. It uses popular music and sport as illustrative case studies, alongside other popular cultural forms, in a systematic exploration the politics of pleasure.

This is an approved course in the Majors in Journalism and Media Studies in the Bachelor of Communication, a component of the Media and Cultural Studies Major in the Bachelor of Arts and Bachelor of Social Science, and a free elective offering in several other degree programs.

Course Objectives
On successful completion of this course, students will have:
1. Gained a thorough understanding of the relationships between popular culture,
pleasure, ideology and cultural politics.
2. A sound knowledge of the impact of the social, historical, economic and political forces shaping popular culture.
3. A critical grasp of a range of debates, theories, concepts and methods in popular cultural analysis.
4. A demonstrated capacity to express the critical ideas and arguments in written and verbal form.

Course Content
The course involves:
1. An overview of the many competing theories, methods, concepts and policies surrounding popular culture.
2. Case studies of popular music and sport that compare and contrast them, and examine their histories, economics, politics and trajectories.
3. Discussion of other forms of high, middlebrow and popular culture (including television, film and writing) that illuminate the pleasure and the politics of the popular.
4. Consideration of key issues including cultural industry, cultural policy, cultural labour in seeking a sophisticated understanding of the relationship between the experience of popular culture and the conditions of its production.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>2,000 words 40% - (Essay I) Due Week 6, Tuesday 27 March, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>3,000 words 50% - (Essay II) Due Week 13, Tuesday 29 May, 2007</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>10%</td>
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</tbody>
</table>

Expected Numbers

| Callaghan Campus: | 75 per term |

Assumed Knowledge
60 credit points at 2000 Level

Resources Required
Not applicable

Course Evaluation
The course is evaluated annually by the teaching staff through informal discussions with students at appropriate points in the academic year, and via formal Student Evaluation of Courses, Student Evaluation of Teaching and the Course Exit Questionnaire. Student Evaluation of Courses is conducted at every second offering. Student Evaluation of Teaching is at the discretion of the Course Coordinator. The Course exit questionnaire is an annual University procedure. The School also requires course coordinators to report on the course in writing after each Examiners Meeting.

Course Requisites
Not applicable
Callaghan Campus Timetable
CULT3240
POPULAR CULTURE AND SOCIETY
Enquiries: School of Humanities and Social Science
Semester 1 - 2007

Lecture Tuesday 14:00 - 15:00 [GP2-1]
and Tutorial Tuesday 10:00 - 11:00 [GP2-18]
or Tuesday 15:00 - 16:00 [GP3-18]
or Wednesday 9:00 - 10:00 [GP3-18]
or Wednesday 10:00 - 11:00 [GP3-18]
or Wednesday 13:00 - 14:00 [GP3-18]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.
For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007

For semester 2 courses: 31 August 2007

For Trimester 1 courses: 16 February 2007

For Trimester 2 courses: 8 June 2007


Students may withdraw from a course without academic penalty on or before the last
day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law


Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment

http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie
Various services are offered by the University Student Support Unit: [http://www.newcastle.edu.au/study/studentsupport/index.html](http://www.newcastle.edu.au/study/studentsupport/index.html)

**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

---End of CTS Entry---------------------------------------

Essential Criteria in Assessment
This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

1. The completion of the 2000 word essay (Essay I, 40%) due 27 March, 2007 (Week 6).
2. The completion of the 3000 word essay (Essay II, 50%) due 29 May 2007 (Week 13).
3. Tutorial participation and contribution (10%). This mark will be based on critically informed, consistent and ongoing participation in, and contributions to, tutorial discussions and activities (10%). Tutorial attendance and participation records will be kept for this purpose. Participation records will be based on dedicated and active participation in discussion and demonstration of clear engagement with course readings and content. Feedback on participation performance will be given on request during the semester.

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Essay I (2000 words & 40%) due by 5pm, Tuesday, 27 March, 2007 (Week 6).
- Essay II (3000 words & 50%) due by 5pm, Tuesday, 29 May, 2007 (Week 13)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be
increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:
• Infoskills: 

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
•  http://www.newcastle.edu.au/currentstudents/index.html
1. Essay I  40%  Due: Hardcopy and turnitin by 5pm Tuesday, 27 March 2007 (Week 6)

Students must complete a 2000 word essay on one of the essay questions listed below.

(a.) Critically analyse and discuss the difficulties and conflicts apparent in attempts to define and conceptualise the field of popular culture. Which ideas and theories are the most accurate and effective in your view for the analysis of popular culture?

OR

(b.) Does popular culture function to restrict and control cultural and social practices, and desires? Or does it represent and reflect new and innovative opportunities for the different layers (groups, populations, organisations etc) making up societies and populations? Investigate popular culture as a system that controls and regulates relations between various groups and organisations: how important is it to engage with the interplay between text, industry, government, and audience in making and shaping popular culture.

2. Essay II  50%  Due: Hardcopy and turnitin by 5pm Tuesday 29 May, 2007 (Week 13)

Students must complete a 3000 word essay on one of the essay questions listed below.

Choose a form of popular culture and answer one of the following questions in relation to it:

(a) To what extent is it possible to claim that popular culture represents a dynamic force of social change in the contemporary world. Clearly, popular cultural forms change over time, and this can be seen across all sectors of popular culture, from lifestyle programming to natural history television, from tabloid journalism, to popular conspiracies etc. But how do these formal and textual transformations reflect or impact on social change?

OR

(b) Do we build ourselves from the everyday matter of popular culture? Consider the relationship of your chosen form of popular culture to self and group identity: are we made from popular culture, or do we make it? How does popular culture connect with other elements of social identity: gender, sexuality, status, class, ethnicity, age?

Your choice of popular cultural form is not restricted to those examined in the various lecture topics and case studies, but you must select different popular cultural forms in answering essay questions 1 and 2. It is expected that the essays will be well researched, argued and written at a standard appropriate to a 3000 level course. These assessment tasks require an ability to undertake extensive reading beyond that prescribed in the weekly tutorials, and encompassing historical contexts, competing ideologies and a range of theoretical arguments. Students are also expected to observe
proper referencing procedure and to check for spelling and phrasing errors before submission of well prepared and presented essays.

3. Tutorial Participation and Contribution 10% ongoing

The tutorial participation and contribution mark will be based on informed, ongoing and effective participation in class discussions, with a weekly rating awarded for each student on the basis of the quality of critically informed contributions. Quality of input will reflect that the weekly reading has been undertaken prior to the class, and has been used effectively to ensure consistent, insightful and informed engagement with course materials and issues. Feedback on tutorial performance will be given at selected points across the semester in the lead up to the final allocation of marks for this assessment component at the conclusion of the course.

ASSessment criteria

Essays will be assessed according to the following criteria:

1. Structure (intro; body; conclusion)
2. Application of concepts and definitions: analysis of subject matter
3. Construction of an argument
4. Original thought and critical evaluation
5. Extent and appropriateness of research (at least 4 academic sources)
6. Presentation (margins, font, spacing)
7. Referencing style (Harvard style in text citations with page numbers where relevant, full and accurate reference list)

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
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## WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 February</td>
<td>Introduction to the subject: frames and thematics</td>
</tr>
<tr>
<td>2</td>
<td>27 February</td>
<td>Popular culture: the elusive object</td>
</tr>
<tr>
<td>3</td>
<td>6 March</td>
<td>The Adorno vector: Frankfurt School impacts</td>
</tr>
<tr>
<td>4</td>
<td>13 March</td>
<td>Minefields: frameworks of theory, politics &amp; the popular</td>
</tr>
<tr>
<td>5</td>
<td>20 March</td>
<td>Policy, industry, the demotic turn, and popular culture</td>
</tr>
</tbody>
</table>
| 6    | 27 March     | Forms: Sport - from rugby league television, to the sports page  
                      [Essay I DUE: hardcopy and turnitin copy by 5pm] |
| 7    | 3 April      | Forms of television: the average, the ordinary and the mundane |
|      |              | **Mid-Semester Recess: Friday 6 April, to Friday 20 April, 2007** |
| 8    | 24 April     | Innovation, change and forms in popular culture: popularising science & nature documentary |
| 9    | 1 May        | Radio Formats: Old, Cold Hits - Differentiation Strategies in Popular Music |
| 10   | 8 May        | Radio formats II : Babble(on)? The triumph of talk in popular radio and beyond |
| 11   | 15 May       | Music matters and popular culture |
| 12   | 22 May       | Proliferating territories of the popular: signs of the times |
| 13   | 29 May       | Course review: where to from here?  
                      [Essay II DUE: hardcopy and turnitin copy by 5pm] |
| 14   | 5 June       | No lectures or tutorials |
|      |              | **Examination period: Tuesday 12 June to Friday 29 June 2007** |
### Week 1
**Introduction to the subject: frames and thematics**

20 February

NB: Tutorials will be held this week

### Week 2
**Popular culture: the elusive object of analysis**

27 February

Defining popular culture as an object of study raises as many questions as it does answers. What is popular culture? Who likes what and why are we interested in such phenomena: how do these two troublesome terms, "popular" and "culture" connect to that other complex term, the "social"? A range of theoretical and methodological issues emerge once questions of the popular and of culture are engaged in social analysis.

**Key Reading/s**


[Please note the abbreviation "SL" = SHORT LOANS]

**Additional Reading**


### Week 3
**The Adorno vector: Frankfurt School impacts on ideas about popular culture**

6 March

**Guest Lecturer: Mr Mitchell Hobbs**

Too often in the study of popular culture, theoretical approaches and orientations are skimmed over without a more in depth treatment of important critics and schools of thought on the subject. The so-called Frankfurt School approach to popular culture continues to impact heavily on contemporary theorisations of popular culture, with the work of Theodor Adorno pivotal in this regard. We reconsider some aspects of Adorno's work and outline the importance of a critical sense of historical context in understanding the ways in which popular culture has been theorised.

**Key Reading/s**


**Additional Reading**

Week 4  Minefields: frameworks of theory, politics & the popular

13 March

This lecture provides an overview of the many "key" theoretical approaches to popular culture, and covers questions of the politics of popular culture: how have we moved from theories that equate particular forms of culture with class locations - the high and low culture dynamic - to a contemporary emphasis on practices, "creative" industries, strategies and active models of the consumption of popular culture? What about the practices, politics and pleasures of fandom? What is anti-fandom? Are culture snobs an extinct species of consumer? The additional readings represent a mixed theory "showbag" and their usefulness and potential applications will be discussed in the lecture.

Key Reading/s


Additional Reading


Hesmondhalgh, D. 2006, 'Bourdieu, the media and cultural production', Media, Culture and Society, vol. 28, no. 2, pp. 211-231.


Week 5  Policy, industry, the demotic turn, and popular culture

20 March

Contemporary popular culture may not be the swarming, chaotic mix of discourses some commentators imagine it to be: this lecture examines some influential ideas about interrelationships between cultural policy and cultural industry approaches. While examining the
role of the state and popular culture, we follow some threads from Graeme Turner who has isolated celebrity as a key organising principle and potentially useful critical device for analysing the forces shaping popular culture in the present context. What are the characteristics of the interplay between "new" modes of production and consumption of popular culture.

**Key Reading/s**


**Additional Reading**


*Cultural Industries and the Production of Culture*, Routledge, London and New York, pp.243-258. [SL]


**Week 6**

Forms: Sport - from the stadium to the sports page and back to the tv

27 March

**ESSAY I DUE BY 5PM, HARDCOPY AND TURNITIN, 27 MARCH 2007**

This week we investigate sport as a form of popular culture. As a case study, the lecture explores tensions between the popular pleasures associated with rugby league culture in the Australian context, and questions of political economy: how do we address questions of power relations, and their construction and maintenance in various forms of popular culture heavily inflected by mediatisation? Where might a critical understanding of gendered discourses fit in the sport/popular
culture nexus? Does anyone care whether we bring back the biff, and does anyone know what this means anymore?

**Key Reading/s**


**Additional Reading**


**Week 7**

**Forms of television: the average, the ordinary and the mundane**

3 April

We take aim in this lecture at those popular forms and practices routinely ignored or disregarded in conventional critical investigations of popular culture. Some popular forms, as it turns out, appear more fashionable, to cultural theorists at least, than others: is there a case demonstrating a need on the part of critical scholarship to contend with marginalisation within and between popular cultural forms? According to Bonner, game shows, chat shows, cooking programs, and advice programs in the televisual milieu continue to be ignored by “high brow” cultural theory. Does taste continue to reflect modes of class and status when we take positions on the quality or otherwise of ordinary televisual production.

**Key Reading/s**


**Additional Reading**


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**MID-SEMESTER RECESS: Friday 6 April, to Friday 20 April, 2007**

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**Week 8 Innovation, change and forms in popular culture: popularising science & nature documentary**

24 April

This week's lecture examines the televisual form again, but this time using another genre, that of science and natural history documentary to raise questions about transformation and change in popular cultural forms, and the relationship of these changes to the construction of pleasures offered to audiences.

**Key Reading/s**


**Additional Reading**


### Week 9

**Radio formats I: Old, cold hits - differentiation strategies in popular music radio**

**1 May**

**Guest Lecturer: Dr Shane Homan**

This lecture examines strategies and practices of format differentiation in the Newcastle local music radio environment. What are the implications of competition between music radio stations in tightly structured markets, and how does music radio work to address and construct what we might call a local popular music taste formation? How do audiences engage with and "unpack" the unpredictably familiar aesthetic of popular music radio?

**Key Reading/s**


**Additional Reading**


### Week 10

**Radio formats II : Babble(on)? The triumph of talk in popular radio and beyond**

**8 May**

There is more to talk radio than meets the ear. This week we engage with the proliferating territories of talkback radio which increasingly demonstrate the malleability of the form, and perhaps that of popular culture at an abstract level. Although the dominance of the "shockjock" mode of theatricalised talk remains evident, it is perhaps more important to also follow other popular modes of talk radio in order to evaluate the field.

**Key Reading/s**


**Additional Reading**


O'Sullivan, S. 2005, "'The whole nation is listening to you": the presentation of the self on a tabloid talk radio show', *Media, Culture & Society*, vol. 27, no. 5, pp. 719-738.

Week 11  Music matters and popular culture
15 May

The field of popular music is laden with many of the key conflicts we have examined in this course. This lecture selects a number of central debates that continue to rage from time to time in critical commentary and research into contemporary popular music, its forms, systems of production, and performers.

Key Reading/s


Additional Reading


Webb, J. 1999, 'Cleaning up the grunge', Media International Australia Incorporating Culture and Policy, no. 90, pp. 157-165. [SL]
### Week 12  Proliferating territories of the popular: signs of the times

**22 May**

From mobile phones, to webcams, conspiracy theories to the iPod, there is clearly a case to answer with regard to radically broadening our understanding of what conceivably counts as popular culture. How else do we remain open to the potential transformations and reconfigurations of popular globalised cultural networks? This lecture takes on these elements and others to chart some speculative possibilities for the future of popular cultural studies.

#### Key Reading/s


#### Additional Reading


### Week 13  Course Review: Where to from here?

**29 May**

No readings

**ESSAY II (50%, 3000 WORDS) DUE IN HARDCOPY AND TURNITIN BY 5pm, Tuesday, 29 May, 2007.**

### Week 14  No lecture or tutorials

**5 June**
**FURTHER READINGS & RECOMMENDED JOURNALS**


Recommended Journals

Continuum
Cultural Studies
Cultural Studies Review
European Journal of Cultural Studies
International Journal of Cultural studies
Metro
Media International Australia
Media, Culture & Society
Popular Music
Perfect Beat
Sociological Review