

# AN368 Australian Culture and Society

## Syllabus

### Course Description

This course aims to provide a thorough introduction to Australia thereby enabling a student to progress along a continuum of knowledge and experiences so that they can:

- 1) form a basic understanding and a familiarity with Australian culture;
- 2) proceed to a deeper level of informed comparative analysis of the differences and similarities between Australia and their own culture;
- 3) ultimately experience a sense of cultural immersion, which draws on the relationships between the academic program, the internship experience and daily interactions that occur while the student is living, working and studying in Australia.

For the purposes of AN368 these aims are met through a range of academic experiences including lectures, seminars, field trips, undertaking an ethnographic study and producing a substantive research paper on an aspect of Australian culture. The material covered in the course includes historical, geographical, political, economic and socio-cultural perspectives.

There is a major focus on Australia's global and national development as a multicultural nation with European roots, traditional western alliances and a contested future in the Asia-Pacific region. The themes of continuity and change in relation to the Aboriginal population are looked at in some detail, with a particular focus on the current "Voice" campaign. Other major issues to be covered include the following:

- Australia's immigration and refugee policies.
- the future of the historical relationship with the British monarchy and the possibility of eventually becoming a republic.
- the forging of closer economic and political ties with Asian nations.
- Australia's strategic relationship with the US with a particular focus on recent geo-political developments such as the rise of China as a world power, the ongoing Russian invasion of Ukraine and continued unrest in the Middle East.
- the impacts, both positive and negative, of Australia's legacy from recent global economic disruptions and our increased reliance on China as the main consumer of our commodities.
- the continued debate over the development of a distinctive Australian culture and identity.

## **Hub Learning Outcomes**

The AN368 course satisfies the following Hub Learning Outcomes:

### **Capacity: Philosophical, Aesthetic and Historical Interpretation**

#### **Area: Historical Consciousness – one unit**

In AN368, students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.

Students will demonstrate an ability to interpret primary source material using a range of interpretive skills and situating the material in its historical and cultural context.

Students will develop knowledge of Indigenous culture and religious traditions, British colonization and its legacies, the experiences of the frontier, political and socio-economic influences, and how Australian culture has changed over time.

### **Capacity: Diversity, Civic Engagement and Global Citizenship**

#### **Area: Global Citizenship – one unit**

The AN368 course provides opportunities for students to learn about diversity in Australia, and examine their own world-views and beliefs in relation to Australian society and the lived experience of individual Australians.

### **Capacity: Intellectual Toolbox**

#### **Area: Research and Information Literacy – one unit**

The AN368 course contains opportunities for traditional research experiences, as well as an ethnographic project, during which the fundamentals of the ethnographic research method are taught.

## **Program Learning Outcomes**

The AN368 course also supports the following Program Learning Outcome:

**Demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media.**

## **Instructional Format, Course Pedagogy, and Approach to Learning**

### **Readings**

In general, there will be one or more set readings on the Blackboard for the whole class for each lecture. From time to time additional readings will be posted in the week preceding the relevant class. Every attempt is made to provide a balanced treatment of the subject matter through the provision of readings that approach each issue or topic from particular methodological and disciplinary perspectives. Check below for the relevant readings for each class. **ONLY READINGS 1 TO 10 ARE COMPULSORY.** The other readings provide an opportunity for those who are interested to look more deeply into particular topics

### **Lectures**

The lectures will generally be two to three hours in duration. There will be opportunities for questions either throughout the lecture or in time set aside at the end. The module lecturers will indicate which of these approaches, or combination of approaches, they prefer. **All core lectures will be held in Theatre One at the Boston University Sydney Centre.**

### **AN368 Field Trip**

This field trip will be a guided walking tour around major sites from Colonial Sydney.

### **Sydney Experience Field Trips**

As part of the Ethnographic Field Study requirement you will be asked to attend 3 field trip sessions, each of 3 hours duration. Tour descriptions and a sign-up schedule will be provided at the beginning of Week Two.

### **Tutorials**

Students will attend a one-off tutorial as part of this course. They will be assigned to a tutorial group and there will be four groups in total. The tutorials are one hour in duration. The topic for discussion and resources will be distributed at the Tuesday night lecture in **Week 2.**

### **Modules**

Modules are offered in weeks 4 and 5. Modules include field trips. The complete syllabus for each module is attached at the end of the AN368 Syllabus.

| <b>Assessment</b>                                     | <b>Due</b>        | <b>Description</b>  |
|---|-------------------|---|
| Quiz<br>Weighting =10%                                | Week 2            | The quiz will be an objective knowledge test on the historical readings (1 to 10 inclusive) assigned in weeks one and two. It is an open book exercise.   |
| Ethnographic Field Study Proposal –<br>Weighting =10% | Week 4            | The format for the proposal will be covered in detail in the Tuesday Week 3 lecture. It will be submitted via Blackboard.   |
| Module Presentation and Summary<br>Weighting = 20%    | Week 5– times tba | In the module seminars students will be required to present on a topic/question of relevance (the lecturer will specify which one).<br>Presentation topics will be discussed at the beginning of week 4 of the course. You will have the opportunity to sign-up at that time. |
| Ethnographic Field Study<br>Weighting = 30%           | Week 6            | Details of this task will be provided in the Tuesday Week 3 lecture.<br>As part of the weighting there will be a requirement to provide some sample interview material at a time to be set at the lecture   |
| Final Examination<br>Weighting = 30%                  | Week 6            | The Exam will be open-notes and will consist of two essay questions - one compulsory and the other to be chosen by the student.   |

## **Community of Learning: Class and University Policies**

### **Course Matters**

#### **Attendance at all classes is mandatory.**

**Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.**

#### **Statement on Plagiarism**

**All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".**

#### **Late Work**

**In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.**

## Outline of Class Meetings: Date, Topic and Readings

### Core Lecture topics and set readings (numbers relate to the Blackboard)

| Lectures | Date     | Topic               | Readings   |
|----------|----------|---------------------|--|
| 1        | Week One | Mapping Australia   | <p><b>Reading One:</b> Mulvaney, J., and Kamminga, J., ‘The Original Australians’ in <i>Prehistory of Australia</i>, Allen and Unwin, Sydney, 1998.</p> <p><b>Reading Two:</b> Hinkson, M., ‘Seeing the Past in the Present’ (introduction), in <i>Aboriginal Sydney</i>, Aboriginal Studies Press, Canberra, 2001.</p> <p><b>Reading Three:</b> Curthoys, A., ‘Indigenous Subjects’ in Schreuder, D. and Ward, S. (eds), <i>Australia’s Empire</i>, OUP, New York, 2008.</p> <p><b>Reading Nine:</b> Flannery, T., <i>The Explorers</i>, Text Publishing, Melbourne, 1998, (Introduction and select documents).</p>                               |
| 2        | Week One | Colonial Traditions | <p><b>Reading Four:</b> Hughes R., ‘The Harbor and the Exiles’ (chapter 1), in <i>The Fatal Shore</i>, Collins, Harvill, London, 1987.</p> <p><b>Reading Five:</b> Roberts, D. ‘26 January 1788: The Arrival of the First Fleet and the ‘Foundation of Australia’, in Crotty, M. and Roberts, D. (eds.), <i>Turning Points in Australian History</i>, UNSW Press, 2009.</p> <p><b>Reading Six:</b> Karskens, G., ‘The Camp, The Canvas’ (chapter 3), in <i>The Colony</i>, Allen &amp; Unwin, 2009.</p> <p><b>Reading Seven:</b> White R., ‘Hell Upon Earth’ (chapter 2), <i>Inventing Australia 1688-1980</i>. Allen and Unwin, Sydney, 1981.</p> |
| 3        | Week One | New Nationhood      | <p><b>Reading Eight:</b> White R., (Op. Cit.), ‘A Workingman’s Paradise?’ (chapter 3).</p> <p><b>Reading Ten:</b> White R., (OP. Cit.), ‘Bohemians and the Bush’ (chapter 6).</p>  |
| 4        | Week Two | Other Voices?       | <b>Notes/Readings to be placed on Blackboard in the week prior to the class.</b>   |

|   |            |   |  |
|---|------------|---|--|
| 5 | Week Two   | Australianness                              | <b>Notes/Readings to be placed on Blackboard in the week prior to the class.</b> |
| 6 | Week Two   | Quiz  | <b>Readings 1 to 10</b>  |
| 7 | Week Three | Ethnographic Research and Topic Development | <b>Notes/Readings to be placed on Blackboard in the week prior to the class.</b> |
| 8 | Week Six   | A Lucky Country?                            | <b>Notes/Readings to be placed on Blackboard in the week prior to the class.</b> |
| 9 | Week Six   | Geography or History?                       | <b>Notes/Readings to be placed on Blackboard in the week prior to the class.</b> |

## **Appendices – Module Syllabi**

### **MODULE 1 – CULTURAL TRANSMISSIONS**

Cultural Transmissions Module – 20 hrs

#### **Course Description:**

Australia began its existence as a European nation very much a “Child of the Empire”. However, as an immigrant nation it has played host to a vast array of cultural influences that have gradually worn down and re-defined the country’s Anglo-conformist traditions. The Irish was the first group to challenge the dominant culture and they have been followed by many other significant groups such as the Chinese, Italians, Germans, Vietnamese and many more who have added to Australia’s developing sense of ethnic diversity. The development of a multicultural society has recently been somewhat overshadowed by the new politics of globalization that has seen specific cross-cultural influences through the spread of media and communications dominating. In this case the power of ethnicity has given way to the idea of “hybrid” expressions of national identity. This module examines both old and new forms of cultural transmission and their respective impacts on Australian society.

## **Course Format**

### **Lectures**

The course will be delivered via a series of lectures supplemented by discussions in the lecture period and a series of films.

### **Field trips**

There will be mandatory scheduled field trips.

### **Assessment**

Presentation 10%

Presentation Summary 10%

### **Group Presentations**

Students will make presentations in a group format. The presentation is expected to be 20 minutes maximum followed by a short class discussion. Topics will be allocated in Class 1.

### **Summary**

Each student is to prepare a summary of their contribution to the presentation complete with a bibliography. Students are encouraged to be innovative in their presentations. Use of multi-media, PowerPoint and so on is encouraged.

### **Reading Materials**

K. Bagnell, 'Potter v. Minahan: Chinese Australians, the law and belonging in White Australia', *History Australia*, vol. 15, no. 3, 2018.

pp. 458-474.

R. Balint & Z. Simic, 'Histories of Migrants and Refugees in Australia', *Australian Historical Studies*, vol. 49, no. 3, 2018, pp. 378-409.

A. Capling, 'Twenty Years of Australia's engagement with Asia', *the Pacific Review*

D. Cole, "'The Crimson Thread of Kinship': Ethnic Ideas in Australia, 1870-1914", *Historical Studies*, vol. 14, no. 56, April 1971, pp. 511-

525.

P. O'Farrell, 'Double Jeopardy: Catholic and Irish', *Bigotry and Religion in Australia 1865-1950*, *Humanities Research*, vol. XII, no 1, 2005, pp. 7-12. P. O'Farrell, *The Irish in Australia*, UNSW Press, Sydney, 1988. (Introduction)

John Fitzgerald, *The Big White Lie: Chinese Australians in White Australia*, UNSW Press Sydney, 2007, pp. 1-24 and 210-235.

- R. Frances, 'Green demons: Irish-Catholics and Muslims in Australian history', *Islam and Christian-Muslim Relations*, vol. 22, no. 4, 2011, pp. 443-450
- R. Frances, "'White Slaves" and White Australia: prostitution and Australian Society', *Australian Feminist Studies*, vol. 14, no. 44, 2004, pp. 185-200.
- J. Hoorn, 'Michael Powell's They're a Weird Mob: Dissolving the "undigested fragments" in the Australian body politic', *Continuum*, vol. 17, no. 2, 2003, pp. 159-176.
- O. Horak, 'Australia', *Auschwitz to Australia; A Holocaust Survivor's Memoir*, Kangaroo Press, Sydney, 2000, pp. 103-111.
- R. T. Jackson, 'Southeast Asian Migrants to Australia', *Asian Studies Review*, vol. 14, no. 3, 1991, pp. 71-87.
- E. Malcolm and D. Hall, *A New History of the Irish in Australia*, NewSouth Publishing, Sydney, 2018, pp.1-22 3336-349. and
- A. Markus, 'Jewish migration to Australia 1938-1949', *Journal of Australian Studies*, vol. 7, no. 13, pp. 18-31.
- D. Mellor, 'The Experiences of Vietnamese in Australia: The Racist Tradition Continues', *Journal of Migration and Ethnic Studies*, vol. 30, no. 4, pp. 631-658.
- K. Morita, 'Asians for Australia's Identity', *Asia-Pacific Review*, vol. 5, no. 3, pp. 105-122.
- A. C. Palfreman, 'White Australia in Action, 1901-1947' and 'The Chinese, their Problems and the Policy', in *The Administration of the White Australia Policy*, Melbourne University Press, Melbourne, 1967, pp. 5-19 and pp. 27-39.
- J. Persian, *Beautiful Balts: From Dis[l]aced Persons to New Australians*, NewSouth Publishing, Sydney 2017.
- N. Huynh Chau Nguyen, 'Memories and Silence in the Vietnamese Diaspora, The Narratives of Two Sisters', *Oral History*, vol. 36, no. 2, Autumn 2008, pp. 64-74.
- D. Oakman, "'Young Asians in our homes"': Colombo plan students and white Australia', *Journal of Australian Studies*, vol. 26, no. 72, 2002, pp. 89-98.
- K. Pookong and A. Huck, 'Immigrant second and third generation Chinese in Australia: a profile drawn from the 1986 census', *Asian Studies Review*, vol. 14, no. 3, 1991, pp. 43-71.
- S. Rutland, *Edge of the Diaspora: Two Centuries of Jewish Settlement in Australia*, Australian Jewish Press Pty Limited, Sydney, 1995.
- (Introduction.)
- J. Tampke, *The Germans in Australia*, Cambridge University Press, pp. 1-6 and pp. 72-106.
- S. Yea, "'Shades of grey"': spaces in and beyond trafficking for Thai Women involved in commercial sexual labour in Sydney and

Singapore', Gender, Place & Culture: A Journal of Feminist Geography, vol. 19, no. 1, 2012, pp. 42-60.

## **Program overview and allocation of work**

### **Class 1**

1. Patterns of Immigration, and assisted migration
2. The Jews in Australia and the first Refugee Policy in the 1930s  
Film; Olga Horak, Holocaust Survivor.

### **Class 2**

Field Trip  
Details will be provided in class

### **Class 3**

1. The Administration of the White Australia Policy
2. Patterns of immigration 1900-1945  
Short Film: From Tales from a Suitcase series.

### **Class 4**

1. Populate or Perish — Post WWII Immigration
2. The Gwenda Yee case and its secrets
3. Cultural Transmission and Multicultural Australia  
Short Film: From Tales from A Suitcase series.

### **Class 5**

Field Trip  
Details will be provided in class

### **Class 6**

Group Presentations organised and a schedule determined in Class 1

## **Presentation Ideas**

### **Topics**

There are hundreds of different ethnic groups, cultural/religious groups and nationalities living in Australia and all have made significant contributions to the development of Australian society. For your presentation you may discuss:

1. The general contribution or impact of any nationality or ethnic group or its history in Australia.
2. The contribution or impact of a nationality or ethnic group on Australian society in a particular area such as architecture, academia, business, education, engineering, government, industry, law, medicine, science ... any area of Australian society or culture.
3. Discuss the White Australia Policy and its implementation.
4. Discuss the end of the White Australia Policy and the implementation of the policy of Multiculturalism.
5. Examine the impact of new waves of immigration on an established migrant community.
6. Discuss Australia's immigration policy in one of the era's listed below:
  - A. In the nineteenth century (this is the colonial era before the creation of the Commonwealth of Australia, so you need to look at one or more of the self-governing colonies of NSW, QLD, Vic, SA, Tas, WA and the territory of NT [ part of NSW1825-1863, except Feb to Dec 1846; part of SA 1863-1911]).
  - B. Between 1901 and 1945.
  - C. 1945 to 1983.
  - D. 1983 to the present day.
7. Discuss Australia's refugee policies over time.
8. Examine the problems experienced by a particular ethnic or national group, such as (but not confined to) cultural clashes, in adjusting to Australian society.
9. Examine the history, practice, and problems of a particular religious faith in Australia.
10. Examine a significant Australian historical event involving a migrant or group of migrants. Groups will be allocated in Class One (1) and you will be given time to discuss and nominate your choice. Please decide this by the end of Class One (1).

## **MODULE 2 – UNPOPULAR CULTURES**

(Un)Popular Cultures Module – 20 hrs

### **Course Description**

Australia's international and national identity has largely been constructed around popular images of the beach (the bronzed Aussie), the bush (the man from Snowy River), the sporting hero (Don Bradman), and the outback (the European pioneer or the noble aboriginal). While there are strong historical reasons for the production of these representations, the images no longer accurately reflect the complexity of contemporary Australia. Since the 1950s Australian national identity has been influenced by a succession of

developments in youth culture, many imported from beyond its national boundaries. This module will examine a number of these movements, analysing the way in which various youth movements, or subcultures, have appropriated 'foreign' influences to produce new and unexpected expressions of Australian cultural identity. (Un)Popular Cultures will focus on a selection of historical Australian sub-cultures – Rockabilies, Yobboes, Grunge and Sharpies – and a variety of contemporary Australian sub-cultural forms – street art, indigenous hip-hop and punk music. The lecture program will develop a number of concepts to situate and discuss these movements, providing students with an analytical framework with which to describe Sydney's contemporary urban tribes – the Hipsters, Emos, Psychobillies, Skaters, Bra-boys and Drag Kings which will be examined in class presentation and essay assignments.

### **Course format:**

#### **Lectures**

The course will be delivered via a series of lectures supplemented by discussions in the lecture period and a series of film and video presentations.

#### **Field trips**

There is one mandatory field trip.

#### **Assessment**

Presentation and Summary 20%

#### **Presentations**

Students will make a group presentation on the final day of the course. The presentation is expected to be 10 minutes in length followed by a short class discussion. A summary of the presentation will then be posted, followed by the final presentation. Students are encouraged to be innovative in their presentations.

#### **Presentation topic**

Identify and describe a contemporary subculture or cultural form (active in Australia today), using appropriate attributes to discuss your topic. Compare your subculture to a historical subculture. Reflect on the socio/culture conditions in which the historical example was formed and analyse the forces and desires that give shape to the contemporary example you have selected. Discuss how each is situated in regard to notions of classical and postmodern subculture. Make use of attributes to describe your subculture and concepts to interpret its significance and meaning(s). \*Note, you cannot present on the same topic that you are working on for your AN368 Ethnography assignment. Presentation topics ideas will be discussed on the class Field Trip on Thursday 12th September to ensure

they are suitable for this module. The grading criteria will be discussed in this session.

### **Class Attendance Policy**

Attendance at all classes is mandatory. Due to the intensive delivery mode, missing one class could constitute as much as 10% or more of the course. Any non-attendance other than for serious medical reasons or misadventure will lead to a grade deduction in proportion to what has been missed. This policy is in line with the "Attendance Statement" that each student signs before coming to Sydney.

### **Statement on Plagiarism**

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

### **Late Work**

In general there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (eg. Medical certificates) must be provided or a strict penalty of 5% per day will apply.

### **Reading Materials**

See AN 368 Australian Culture & Society course materials posted online at BU Blackboard. Reading 11, Consensus and Conformity: The Fifties and Beyond is of particular relevance to this module. In addition, read the follow items posted under Unpopular Cultures:

Mandy Thomas and Melissa Butcher, Situating Youth Cultures, in Thomas, Mandy and Melissa Butcher, Ingenious: Emerging Youth Cultures in Urban Australia. North Melbourne, Victoria: Pluto Press, 2003, pp. 15-30.

Cate Blanchett and Andrew Upton, Sydney needs some of its old-time black magic back, Sydney Morning Herald, March 9 2011.

Ben Eltham, Hey Cate, you wouldn't know a cultural heart if you planned it yourself, Crikey.com.au, March 11, 2011  
<http://www.crikey.com.au/2011/03/11/hey-cate-you-wouldnt-know-a-cultural-heart-if-you-planned-it-yourself/> Accessed August 27, 2011.

Vikki Riley, Death rockers of the world unite! Melbourne 1978-80 - punk rock or no punk rock?, in Hayward, Philip. From Pop to Punk to Postmodernism: Popular Music and Australian Culture from the 1960s to the 1990s, Australian Cultural Studies. North Sydney: Allen & Unwin, 1992, pp.113-126.

Ken Gelder, Subcultures and Cultural Studies: Community, class and style at Birmingham and beyond, in Gelder, Ken, Subcultures: Cultural histories and social practice. Oxon, United Kingdom: Routledge, 2007, pp. 83-106.

Richard Waterhouse, Epilogue: New Forms of Diversity, in Waterhouse, Richard, Private Pleasures, Public Leisure: A History of Australian Popular Culture since 1788, Australian Studies. South Melbourne: Longman Australia, 1995, pp. 240-252.

John Birmingham, The More Things Change, in Barrett, Jennifer, and Caroline Butler-Bowdon. Debating the City: An Anthology. Sydney, New South Wales: Historic Houses Trust of New South Wales in association with the University of Western Sydney, 2001.

Bernard Salt, Population Change and Diversity: The Sydney Context, in Freestone, Robert, Caroline Butler-Bowdon, W. Randolph, Historic Houses Trust of New South Wales and University of New South Wales. Faculty of the Built Environment. Talking About Sydney: Population, Community and Culture in Contemporary Sydney. Sydney: UNSW Press, 2006

Robert Crawford, 'Anyhow ... where d'yer get it, mate?' Ockerdom in adland Australia, in D. M. Schreuder and Stuart Ward. Australia's Empire. Oxford; New York: Oxford University Press, 2008, pp. 1-14.

Kim Huynh, If there is hope, it lies with the Bogan's, in George, Jim, and Kim Huynh. The Culture Wars: Australian and American Politics in the 21st Century. South Yarra, Victoria: Macmillan Education Australia, 2009, pp. 127-141.

Mandy Thomas, Hanging Out in Westfield Parramatta, in Thomas, Mandy and Melissa Butcher, Ingenious: Emerging Youth Cultures in Urban Australia. North Melbourne, Victoria: Pluto Press, 2003, pp. 102-123.

Peter Spearritt, The Dress Circle and the Stalls, in Sydney's Century, in Spearritt, Peter. Sydney's Century: A History. Sydney: UNSW Press, 1999, pp. 176-207.

Keith Moore, Bodgies, widgies and moral panic in Australia 1955 – 1959, a paper presented to the Social Change in the 21<sup>st</sup> Century Conference, Centre for Social Change Research, Queensland University of Technology, 29 October 2004.  
[http://eprints.qut.edu.au/633/1/moore\\_keith.pdf](http://eprints.qut.edu.au/633/1/moore_keith.pdf) Accessed online 10 February 2010.

Graeme Turner, Australian popular music and its contexts, in Hayward, Philip. From Pop to Punk to Postmodernism: Popular Music and Australian Culture from the 1960s to the 1990s, Australian Cultural Studies. North Sydney: Allen & Unwin, 1992, pp. 11-24.

Douglas Booth, Subversive Soul-surfers, in Booth, Douglas. Australian Beach Cultures : The History of Sun, Sand, and Surf. London: Frank Cass Publishers, 2001, pp. 101-118.

Heathcote, Christopher. 2000. 'Discovering Graffiti'. Art Monthly Australia 133: 4-7.

Brendan Trembath, Transcript of Graffiti Art and Fear, broadcast 22 March 2009 on ABC Radio National, Background Briefing. <http://www.abc.net.au/rn/backgroundbriefing/stories/2009/2518181.htm> Accessed February 10, 2010.

Martin Roberts, Notes of the global underground: Subcultures and globalization, in Ken Gelder editor, The Subcultures Reader, Oxon United Kingdom: Routledge, 2005, pp. 575-586.

Clinton Walker, Buried Country : the story of Aboriginal country music, Annandale, NSW: Pluto Press, 2000, pp. 10-17.

Stratton, J, The Scientists and Grunge: Influence and Globalised Flows, in Stratton, J. Australian Rock : Essays of Popular Music, Perth, Western Australia: Network Books, 2007.

Dick Hebdige Subculture: The Meaning of Style, Methuen & Co. Ltd, London, 1979.

### **(Un)Popular Cultures Program**

#### 1) Introduction.

##### Reading:

Richard Waterhouse, Epilogue: New Forms of Diversity, in Waterhouse, Richard, Private Pleasures, Public Leisure: A History of Australian Popular Culture since 1788, Australian Studies. South Melbourne: Longman Australia, 1995, pp. 240-252.

#### 2) What is a Subculture?

Reading: Dick Hebdige, Holiday in the sun: Mister Rotten makes the grade, in Dick Hebdige, Subculture: The Meaning of Style, Methuen & Co. Ltd, London, 1979, pp: 23-26.

#### 3) Subcultures A-Z

Reading:

Robert Crawford, 'Anyhow ... where d'yer get it, mate?' Ockerdom in adland Australia, in D. M. Schreuder and Stuart Ward. Australia's Empire. Oxford; New York: Oxford University Press, 2008, pp. 1-14.

Kim Huynh, If there is hope, it lies with the Bogans, in George, Jim, and Kim Huynh. The Culture Wars: Australian and American Politics in the 21st Century. South Yarra, Victoria: Macmillan Education Australia, 2009, pp. 127-141.

4) Historical v Contemporary Subcultures, Modern v Post Modern Subcultures.

Reading:

Cate Blanchett and Andrew Upton, Sydney needs some of its old- time black magic back, Sydney Morning Herald, March 9 2011.

Ben Eltham, Hey Cate, you wouldn't know a cultural heart if you planned it yourself, Crikey.com.au, March 11, 2011

<http://www.crikey.com.au/2011/03/11/hey-cate-you-wouldnt-know-a-cultural-heart-if-you-planned-it-yourself/> Accessed August 27, 2011

5) SubCultural Forms and Attributes:

Dick Hebdige, Style as intentional communication, Style as bricolage, Style in revolt: Revolting style, in Dick Hebdige, Subculture: The Meaning of Style, Methuen & Co. Ltd, London, 1979, pp: 100-112.

6) Subcultural Concepts

McKenzie Wark, The Struggle to Live in the Present, Verso Books, 18 October 2019, <https://www.versobooks.com/blogs/4456-the-struggle-to-live-in-the-present>

7) Newtown Field Trip

Graffiti, Vintage, Skate, Punk, Subculture Bingo, Presentation

8) Pub, Punk, Grunge, Pop Punk: Australian (Un)Popular Music.

Reading:

Graeme Turner, Australian popular music and its contexts, in Hayward, Philip. From Pop to Punk to Postmodernism: Popular Music and Australian Culture from the 1960s to the 1990s, Australian Cultural Studies. North Sydney: Allen & Unwin, 1992, pp. 11-24.

9) Film Presentation (We're Living on Dog Food), Richard Lowenstein, 2009

Reading:

Vikki Riley, Death rockers of the world unite! Melbourne 1978-80 – punk rock or no punk rock?, in Hayward, Philip. From Pop to Punk to Postmodernism: Popular Music and Australian Culture from the 1960s to the 1990s, Australian Cultural Studies. North Sydney: Allen & Unwin, 1992, pp. 113-126.

### **MODULE 3 – STEM IN AUSTRALIA**

STEM in Australia Module – 20 hours

#### **Course Description**

In 2014, Australia’s Chief Scientist introduced a government-supported STEM strategy in response to a decline in cohesive implementation of science foundations in areas across education and scientific investment. Advocates for the expansion and improvement of STEM incorporation throughout Australian society recognise the need to address cultural and social issues which hamper the growth of sciences. In the module, we will identify key advocates and concepts that have challenged traditional economic and education strategies in the STEM field, including the introduction of the idea that long-haul investment is necessary for Australia to prosper in the future. We will examine both global and Australian STEM strategies as well as the currently shifting discourse surrounding STEM, including how societal perception of STEM impacts the field and Australian society at large.

#### **Hub Learning Outcomes**

**The AN368 course satisfies the following Hub Learning Outcomes:**

##### **Capacity: Philosophical, Aesthetic and Historical Interpretation**

###### **Area: Historical Consciousness – one unit**

In AN368, students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments. Students will demonstrate an ability to interpret primary source material using a range of interpretive skills and situating the material in its historical and cultural context. Students will develop knowledge of Indigenous culture and religious traditions, British colonization and its legacies, the experiences of the frontier, political and socio-economic influences, and how Australian culture has changed over time.

##### **Capacity: Diversity, Civic Engagement and Global Citizenship**

###### **Area: Global Citizenship – one unit**

The AN368 course provides opportunities for students to learn about diversity in Australia, and examine their own world-views and beliefs in relation to Australian society and the lived experience of individual Australians.

### **Capacity: Intellectual Toolbox**

#### **Area: Research and Information Literacy – one unit**

The AN368 course contains opportunities for traditional research experiences, as well as an ethnographic project, during which the fundamentals of the ethnographic research method are taught.

### **Program Learning Outcomes**

The AN368 course also supports the following Program Learning Outcome: Demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media.

### **Course format**

The course will take place in lecture format on the designated evenings. Lectures will include in-class readings, discussions, group collaboration and film and interview clips. This module consists of 4 x 3-hour lecture/workshops over two weeks as part of the larger AN368 course. Lectures take place in person in the BU Sydney Academic Centre, with specific room location, date, and time as indicated below. Please note that attendance is mandatory- for any required absences, please contact me via email as early as possible.

### **Assignments and Grading**

The assessments contained in this module provide 20% of the overall AN368 course mark. Further specifics regarding assessments will be provided in class. Presentation marking rubric will be provided prior to submission.

### **Engagement**

Reflection (8%) Personal reflections submitted as written responses in a worksheet format. Marks awarded as per assignment.

Post-course Form (2%)

Short answer form for students to provide course feedback and reflection.

Group Presentation (10%)

Oral Presentation (10%)

Students will research and present on a STEM innovation or industry in Australia and its cultural, social, and environmental impacts. Presentations should explore how this innovation aligns with Australian values,

policies, and societal needs, as well as how these elements may be similar or different to others globally. The goal of the assessment is to stimulate student-led, empathetic, critical thinking and analysis, and as such does not have "one correct answer" required to succeed in the assignment. Marks are awarded as per rubric. Please note that the provided topic prompts are broad suggestions and may require additional refinement for presentation. Students may expand on the below topics, approach with an alternative viewpoint, and/or choose an unlisted topic. Topic selection will be finalised during the second class, at which point groups must have topic selection confirmed with the lecturer.

In-class oral presentation

### **Class Attendance Policy**

Attendance at all classes is mandatory. Due to the intensive delivery mode, missing one class could constitute as much as 10% or more of the course. Any non-attendance other than for serious medical reasons of misadventure will lead to a grade deduction in proportion to what has been missed. This policy is in line with the "Attendance Statement" that each student signs before coming to Sydney. Please contact me in advance for any unavoidable absences, or as soon as is feasible.

### **Statement on Plagiarism**

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

### **Late Work**

In general there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (eg. medical certificates) must be provided or a strict penalty of 5% per day will apply.

### **Appendix – Presentation Topic Ideas and Starting Points**

Potential topics

- Renewable energy
- Medical research and healthcare
- Mining and resources technology
- Water management
- Agricultural technology

- Environmental monitoring/conservation
- Urban development
- Space exploration and research
- Education: innovations in technology for education or STEM education itself)

#### Attitudes towards STEM

- How does the general public view STEM? Are their opinions warranted?
- What would the ideal public perception of STEM look like?
- Should public perception affect STEM education, work, and/or policy?
- Is there a STEM hierarchy? Is it valid?
- How do the perceived value and validity of the STEM concept differ in academic, public service, industrial, and/or corporate (etc.) settings?

#### Policy

- How does STEM influence public policy, and vice versa?
- Which area of policy is the most important for STEM to be incorporated into?
- Resource- vs. innovation-based economics- in which facts does the most economic value lie?

#### Accessibility

- How accessible is STEM knowledge or expertise, formal or informal?
- What are the most significant barriers to STEM accessibility?
- Who is responsible for facilitating accessibility of knowledge or expertise?
- How valuable is “STEM literacy” in the general public? What level should the “average” person hold?

#### Culture

- How does culture affect STEM education, work, and/or policy?
- What is the impact of Indigenous knowledge in “mainstream” STEM?
- Should cultural sources be acknowledged in STEM? How should this occur?
- How is “correct” STEM knowledge determined? Is this culturally influenced?
- STEAM: Is there any connection between the sciences (“STEM”) and the humanities (“A”)?
- Is diversity important/valuable in STEM? What levels of representation are valuable?
- Consider the culture within STEM communities- is this generally positive or negative?
- What systemic changes need to occur within STEM communities?

#### Sustainability

- What does sustainability mean, generally and with specific relation to STEM?
- How do STEM concepts contribute to sustainability?

- Is STEM research output worth the value of the resources used? Can STEM research negatively impact our planet?
- What barriers are most significant to sustainable STEM research practice?

Ethics

- Is STEM free from ethical considerations? Does the end justify the means?
- What considerations should be required for “grey-area” research to be conducted?
- Should AI be used to augment or replace humans in STEM?
- What ethical responsibilities should STEM professionals and/or educators have?

**MODULE 4 – AUSTRALIAN SPORT: HISTORY AND CULTURE**

**Module Description**

The rise of organised sport coincided with Australia’s development as a nation, playing a major role in developing Australian culture and identity. As one of Australia’s major cultural practices, participation and success in international sport has always been an essential element in projecting Australia onto the global stage. In the late twentieth century sport became one of the nation’s fastest growing industries. This course explores the history, organisation and culture of Australian sport. Topics include the rise of organised sport in Australia; the legacy of indigenous sports; the country’s involvement with the modern Olympic movement; the development of a professional system involving many unique sports; the intersection of politics and sport, and the pivotal role of the club.

**Assessment**

| <b>Items</b> | <b>Value</b> | <b>Description</b>   | <b>Due date</b> |
|--------------|--------------|----------------------|-----------------|
| 1            | 10%          | Joint Presentation   |                 |
| 2            | 10%          | Presentation Summary |                 |

**Joint Presentations**

Students (in groups) will be allocated a topic to make a joint presentation. The joint presentation is expected to be **15 minutes maximum** followed by a short class discussion. Please email your lecturer your PowerPoint presentation AND a one-page summary of your paper by 10am on the day of your presentation. The summary will be copied and distributed to the class.

## Module Program

| Date    | Topics  |
|---------|---|
| Class 1 | <p><b>1) Introduction: definitions, approaches</b></p> <p>Readings:<br/>           B. Stoddart, <i>Saturday Afternoon Fever</i>, Angus &amp; Robertson, Sydney, 1986, pp. 3-15.</p> <p>S. Brawley, 'A Short Run: Australian Sports History on the 40<sup>th</sup> Anniversary of the Biennial <i>Sporting Traditions</i> Conference', <i>International Journal of the History of Sport</i>, January 2019, pp. 1-22.</p> |
|         | <p><b>2) The Rise of Organised Sport in Australia</b></p> <p>Reading:<br/>           R. Cashman, 'City Games', <i>Paradise of Sport: The Rise of Organised Sport in Australia</i>, OUP, Melbourne, 1995, pp. 34-53.</p> <p>J. Bloomfield, <i>Australia's Sporting Success</i>, UNSW Press, Sydney 2002.</p>   |
| Class 2 | <p><b>Field Trip</b></p> <p>Practical Field Trip (departs from BUSAC at 10am)</p>   |
|         | <p><b>3) The 4 football codes (for Women and Men) explained</b></p> <p>Reading:<br/>           (please refer to readings posted on Blackboard)</p>  |
|         | <p><b>4) Cricket – The National Game</b></p> <p>Reading:<br/>           (please refer to readings posted on Blackboard)</p>   |
|         | <p><b>5) Netball</b></p> <p>Reading:<br/>           (please refer to readings posted on Blackboard)</p>   |

|                |  |
|----------------|--|
| <b>Class 3</b> | <b>6) Indigenous Sport</b><br>Reading:<br>(please refer to readings posted on Blackboard)  |
|                | <b>7) Politics and Sport – the case of Horse and Greyhound racing</b><br>Reading:<br>(please refer to readings posted on Blackboard) |
| <b>Class 4</b> | <b>8) Presentations</b> (topics will be discussed in the first class)  |

### **Useful books on Australian sport**

Adair, D & Vamplew, W, *Sport in Australian history*, OUP, Melbourne, 1997.

Andrews, M, *Australia at the Olympics*, ABC Books, Sydney, 1996.

Bloomfield, J, *Australia's sporting success*, UNSW Press, Sydney, 2003.

Booth, D & Tatz, C, *One eyed: A view of Australian sport*, Allen & Unwin, Sydney, 2000.

Bourbon, S (ed), *Olympic spirit: Australian reflections on the Olympic ideal*, Reclink, Sydney, 2004.

Branagan, D, *From time to time: A history of the Sydney University Athletic Club, 1878-1978*, The Club, Sydney, 1978.

Brawley, S, *The Bondi lifesaver: A history of an Australian icon*, ABC Books, Sydney, 2007.

Cadigan, N, et al, *Blood, sweat and tears: Australians and sport*, Lothian, Melbourne, 1989.

Cashman, R, *Paradise of sport: The rise of organised sport in Australia*, OUP, Melbourne, 1995.

Cashman, R, *Sport in the national imagination*, Walla Walla Press, Sydney, 2002.

Cashman, R, *The bitter-sweet awakening: The legacy of the Sydney 2000 Olympic Games*, Walla Walla Press, Sydney, 2006.

Cashman, R, *Sydney Olympic Park, 2000-2010: history and legacy*, Walla Walla Press, 2011.

Cashman, R, Headon, D & Kinross-Smith, G, *The Oxford book of Australian sporting anecdotes*, OUP, Melbourne, 1993.

Cashman, R, Hess, R, *Sport, history and Australian culture: passionate pursuits*, Walla Walla Press, Sydney, 2011.

Cashman, R, O'Hara, J & Honey, A (eds), *Sport, federation, nation*, Walla Walla Press, Sydney, 2001.

Cashman, R & McKernan, M (eds), *Sport: money, morality and the media*, UNSW Press, 1981.

- Cashman, R & McKernan, M (eds), *Sport in history: The making of modern sporting history*, University of Queensland Press, Brisbane, 1997.
- Cerutti, P, *Sport is my life*, Stanley Paul, London, 1966.
- Collins, B, Aitken, M and Cork, B, *One hundred years of public school sport in New South Wales, 1889-1989*, NSW Dept. of School Education, Sydney, 1990.
- Cumes, J, *Their chastity was not too rigid: leisure times in early Australia*, Longman Cheshire, Melbourne, 1979.
- Daly, J, *Elysian fields: sport, class and community in colonial South Australia 1836-1890*, Adelaide, 1982.
- Dunstan, K, *Sports*, Sun Books, Melbourne, 1981.
- Ferguson, J, *More than sunshine and vegemite: success the Australian way*, Halstead Press, Sydney, 2006.
- Georgakis, S & Russell, K (eds), *Youth sport in Australia*, Sydney University Press, Sydney, 2011.
- Goldlust, J, *Playing for keeps: sport, the media and society*, Longman Cheshire, Melbourne, 1987.
- Gordon, H, *Australia and the Olympic Games*, University of Queensland Press, Brisbane, 1994.
- Heads, I, *Back page of sport: Australia's greatest sporting moments*, Lester-Townsend, Sydney, 1989.
- Heads, I & Lester, G, *200 years of Australian sport: a glorious obsession*, Lester-Townsend, 1988.
- Headon, D (ed), *The best ever Australian sports writing: A 200 year collection*, Black Inc., Melbourne, 2001.
- Healey, D, *Sport and the law*, UNSW Press, Sydney, 2009.
- Horne, D, *The Lucky Country*, Angus and Robertson, Sydney, 1965.
- Howard, B, *A nostalgic look at Australian sport*, Rigby, Adelaide, 1978.
- Howard, B, *The proud Australians: more than a century of sport*, Rigby, Adelaide, 1978.
- Jarratt, P, *Surfing Australia: The complete history of surfboard riding in Australia*, Hardie Grant, Melbourne, 2012.
- Kell, P, *Good Sports: Australian sport and the myth of the fair go*, Pluto Press, Sydney, 2000.
- Lawrence, G, and Rowe, D (eds), *Power play: essays in the sociology of Australian sport*, Hale & Iremonger, Sydney, 1986.
- Mangan, J & Nauright, J (eds), *Sport in Australasian society: past and present*, Frank Cass, London, 2000.
- Mason, P, *Professional athletics in Australia*, Rigby, Adelaide, 1985.
- McKay, J, *No pain, no gain? Sport and Australian culture*, Prentice Hall, Sydney, 1991.
- McKernan, M, *The makers of Australia's sporting traditions: lives from the Australian dictionary of biography*, MUP, Melbourne, 1993.
- Nadel, D, & Ryan, G (eds), *Sport in Victoria: A history*, Ryan Press, Melbourne, 2015.
- Nielsen, E, *Sport and the British world, 1900-1930: amateurism and national identity in Australasia and beyond*, Palgrave Macmillan, London, 2014.
- O'Hara, J, *A mug's game: a history of gaming and betting in Australia*, UNSW Press, Sydney, 1988.
- Phillips, D, *Australian women at the Olympic Games 1912-92*, Kangaroo Press, Sydney, 1992.
- Rowe, D, & Lawrence, G, *Sport and leisure: trends in Australian popular culture*, Harcourt Brace Jovanovich, Sydney 1990.

- Smith, T, *The champions: Australia's sporting greats*, Angus & Robertson, Sydney, 1990.
- Stell, M, *Half the race: A history of Australian women in sport*, Angus & Robertson, Sydney, 1991.
- Stewart, B, Nicholson, M, Smith, A, and Westerbeek, H, *Australian Sport: better by design? The evolution of Australian sport policy*, Routledge, London, 2004.
- Stoddart, B, *Saturday afternoon fever: sport in the Australian culture*, Angus and Robertson, Sydney, 1986.
- Stoddart, B & Vamplew, W (eds), *Sport in Australia: A social history*, CUP, Melbourne, 1994.
- Tatz, C, *Obstacle race: Aborigines in sport*, UNSW Press, Sydney, 1996.
- Vamplew, W, Moore, K, O'Hara, J, Cashman, R & Jobling, I (eds), *The Oxford companion to Australian sport*, 2nd edn, OUP, Melbourne, 1994.
- Waterhouse, R, *Private pleasures, public leisure: A history of Australian popular culture since 1788*, Longman, Melbourne, 1995.
- Whimpress, B, *Passport to nowhere: Aborigines in Australian cricket, 1850-1939*, Walla Walla Press, Sydney, 1998.

### **Useful dissertations on Australian Sport**

- Armstrong, T, 'Gold lust: federal sports policy since 1975', PhD, MacqU, 1988.
- Arnold, T, 'Sport in Colonial Australia', PhD, UQ, 1979.
- Burke, P, 'Social history of Australian workplace football, 1860-1939', PhD, RMIT, 2009.
- Connellan, M, 'The ideology of athleticism, its antipodean impact, and its manifestations in two elite catholic schools', BEd (Hons), USyd, 1985.
- Daly, J, 'Elysian fields: sport, class and community in colonial South Australia, 1836-1890', PhD, UAdel, 1982.
- Dent, W, 'Australia's participation in the Olympic and British Empire Games, 1896-1938', MA (Hons), UNE, 1987.
- Gorzanelli, M, 'The three-legged race: A history of Physical Education, School Sport, and Health Education in New South Wales public schools from 1880 to 2012', PhD, USyd, 2019.
- Healy, M, 'Hard sell: Australian football in Sydney', MA (Hons), VUT, 2002.
- Hughes, A, 'A history of Sydney Hakoah Soccer Football club: a case study of sport and identity in Sydney's Jewish community 1923-1987', PhD, UNSW, 2003.
- Little, C, 'Sport, communities and identities: a case study of race, gender and ethnicity in South Sydney sport', PhD, UNSW, 2000.
- Montfort, C, 'Sailing Traditions: A cultural history of sailing and yachting in Australian waters, 1888-1945', PhD, UNSW, 2011.
- Moore, K, 'The concept of the British Empire Games: an analysis of its origin and evolution from 1891 to 1930', PhD, UQ, 1986.
- Nielsen, E, 'Decentred Britons: Amateurism and athletics in Australasia and beyond, 1900-1930', PhD, UNSW, 2011.

O'Hara, J, 'Gaming and betting in Australia, 1788-1983: a social and cultural analysis', PhD, UNE, 1985.  
O'Neill, M, 'The Phar Lap story: representations of the sporting past', PhD, UQ, 2011.  
Ross, J, 'Pedestrianism and athletics in England and Australia in the nineteenth century: a case study in the development of sport, PhD, UQ, 1983.  
Sharp, M, 'Sporting spectacles: cricket and football in Sydney', PhD, ANU, 1990.  
Taylor, T, 'Women, sport and ethnicity: exploring experiences of difference in netball', PhD, UNSW, 2000.  
Toohey, K, 'The politics of Australian elite sport: 1949-1983', PhD, Penn. State, 1990.  
Ward, M, 'ABC television sport: Public broadcasting, innovation and nation building', MA (Hons), QUT, 2017.

### **Useful Journals**

*ASSH Bulletin*

*Journal of Sport History*

*Journal of Olympic History*

*Olympika*

*Sport in Society*

*Sporting Traditions*

*The International Journal of the History of Sport*

## **MODULE 5 – ABORIGINAL AUSTRALIA**

### **INTRODUCTION**

Aboriginal Australia aims to give you a broad introduction to First Nations cultures and societies in Australia. This module explores Aboriginal and Torres Strait Islander life and culture from historical, sociological, anthropological, mythological, cultural and

political perspectives. As a central theme, we will explore notions of continuity and change: how do Aboriginal and Torres Strait Islander people maintain links with tradition? How have Aboriginal and Torres Strait Islander people chosen to, or been forced to, take on change since the arrival of the first visitors?

## **OBJECTIVES**

Throughout this module you will:

- Develop an appreciation for Australia's Indigenous cultures
- Recognize Aboriginal and Torres Strait Islander peoples' relationships with each other
- Recognize Aboriginal and Torres Strait Islander peoples' relationships with land
- Recognize the interconnection between people, land and spirit
- Understand the impacts of British invasion upon people, land and spirit
- Appreciate the contributions of Aboriginal and Torres Strait Islander people and cultures to Australia's heritage and nationhood
- Develop an understanding of the impetus and actions of Reconciliation and Recognition movements in Australia

## **TEACHING AND LEARNING STRATEGIES**

This module will be delivered during three classroom sessions of 180 minutes, and a field trip.

As a subject that focuses on people, culture and identity, it is important to recognize that we will be:

- listening to Aboriginal and Torres Strait Islander voices
- listening to Australian voices
- reflecting on our own cultures, identities and heritages

Much of the information presented in this module will be conveyed in the enduring Aboriginal tradition of storytelling – in print, via film or in person. Different learning activities will call upon us to use different ways of seeing – seeing people, country, symbols and actions. The module seeks your engagement with content, some reflection upon your sense of connection, and recognition of relevance of this subject to your experiences in diverse Australian and wider contexts. In addition to our time in the classroom, we will spend some time in different parts of the city, looking at Sydney as an Aboriginal place.

## **ASSESSMENT TASKS**

There is one assessment task in this module. This assessment task aims to develop your skills and knowledge in this subject by:

- applying knowledge that you have gained from assigned readings
- seeking demonstration of your understanding of key concepts
- providing opportunities for you to critically comment on topics and resources
- comparing and contrasting multiple perspectives on various issues
- asking you to reflect upon your experiences in Australia

- developing your position on some indigenous issues

Notes on the peril of the internet

Research for your assessment tasks may include print resources from the library or accessed via the internet, films and art works viewed, or oral testimony, personal communications and interviews, and your own knowledge gathered in the field.

- Exercise caution when using the internet: be alert to the difference between google.com and scholar.google.com;
- Avoid blogs that publish highly opinionated material without references to scholarly sources or field work, for example, Convict Creations or Australia Day and Night;
- As the site's tagline says about Skwirk, "Its school work said fast – and made easy". We are undertaking a university course. You will not find an appropriate level of scholarly diligence and critique in this site from which to craft a quality presentation.
- The website Creative Spirits offers an extensive knowledge base about Aboriginal and Torres Strait Islander people across a range of topics, established by Jens Korff. This web site can offer a useful starting point, but Korff is not the author of much of the knowledge presented, even though he suggests that you cite him as your source. Creative Spirits is like the Wikipedia of Indigenous Studies in Australia.

Assessment Task 1: Group Seminar presentation

Length: 15 minutes

Weight: 10%

Assessment Task 2: Group presentation summary

Length: 1 page, plus references

Weight: 10%

### **ESSAY AND PRESENTATION TOPIC SUGGESTIONS**

These topics pose critical or reflective questions for which there are not necessarily correct or incorrect answers – rather, they are matters that provoke a variety of responses. A key objective for these tasks is to develop good appreciation of cultural and historical relationships in Australia through the exploration of multiple perspectives on a few key issues that are significant and perpetual amongst Aboriginal people and other Australians.

1. Prior to 1788 there were no Aborigines living on this continent now known as Australia.

Is this statement true? If so, who was living here then? What happened to them? If not, how might you identify and signify Australia's indigenous populations?

2. Of policies implemented by governments, which action do you consider would have the most devastating effect on Aboriginal society:

(a) removing a generation of Aboriginal children from their homes without further communication with their families?

(b) restricting Aboriginal access to traditional home lands?

(c) outlawing the speaking of Aboriginal languages? Explain why you make this judgement.

3. “Because of her, we can!”

In 2018, the NAIDOC Week theme acknowledged and celebrated that “[a]s pillars of our society, Aboriginal and Torres Strait Islander women have played – and continue to play - active and significant roles at the community, local, state and national levels. <http://www.naidoc.org.au/news/2018-national-naidoc-theme-announced> Whereas, in 2016, Marcia Langton drew attention to the circumstances of two Aboriginal women whose “lives were cut short by what seems to be a contempt for Aboriginal women that can pass for normal and acceptable across all classes and cultures in Australia.” (The Monthly, July 2016, pp. 36-39) Discuss the mobilisation of gender as a force shaping Aboriginal and Torres Strait Islander visibility and recognition in Australia.

4. How can Aboriginal people assert that they are people with ‘Two Laws’? Is it possible to maintain original cultures and traditions in Australia today? Is possible for Australia to accommodate two systems of law for one sector of the population?

5. Economic development ... social and political change

In 1939, William Cooper posited to the Minister for the Interior, “Why has it never occurred to the white minds to link the Aboriginal problem of the North and the Centre with the problem of the empty spaces?”, claiming that “we are capable of producing a yeomanry that can open up and develop the outback better than anyone else.”

In her 2012 Boyer Lectures, Marcia Langton argues that “maintaining our ancient cultural values, and aspects of the old ways of life, is not inimical to economic progress.”

Discuss the status of Aboriginal economic participation in the nation as a strategic factor to achieving social and political change.

6. Aboriginality and Nationhood

This year the Aboriginal Tent Embassy celebrates its 51st anniversary of sustained, peaceful protest in front of Old Parliament House in Canberra. Examine some of the different ways Aboriginal and Torres Strait Islander people are positioned and placed in Australia. How does this compare to what you know of First Nations people in your own country? Discuss the changes called for in the Uluru Statement from the Heart and the Referendum question being put to Australians on 14 October 2023. What statement would you make about the future of these aspirations?

7. Getting in touch: a local Aboriginal report.

Aboriginal and Torres Strait Islander people live and work all over the continent, as they have done since the beginning of time. As both a visitor and a scholar, you would be interested to know about indigenous presence in your local area: this task creates an opportunity to investigate and report on “local Aboriginality”. Take some time to think about what might represent “local Aboriginality”: people, places, services, businesses, cultural sites, historic places, monuments, etc.

Reflect upon the sorts of things that you think comprise Aboriginal culture, and which evidence Aboriginal occupation – past and present – and Aboriginal contributions to place, culture and identity. Think also about how you perceive ‘local’. Where do you belong in the geography and demography of Australia? As you reflect upon your investigations, you may find connections between what you

find (or don't find) and the area or locality in which you are looking. Your choice is as broad as your imagination and motivation. Report on your experiences and findings. Your report should include:

- a brief introductory statement about where you consider 'local' is, and the ways you arrived at this decision;
- a description of that locality that might include geography, demography, history, culture, and even reputation;
- your observations and findings about the presence of Aboriginal people and culture, past and/or present, and the ways these people and cultures are part of local populations, histories and cultures;
- your comments about the ways this experience has fulfilled your expectations and contributed to your knowledge about local indigenous populations;
- some critical commentary about the location, nature and status of Aboriginal and Torres Strait Islander people in your locale.
- you may find it difficult or even impossible to locate evidence of Aboriginal people and culture – this can be an appropriate outcome that warrants a particular mode of critical reflection and comment.

#### 8. Critical Views: profiling an Aboriginal or Torres Strait Islander person of significance

Closely examine the life of someone, (or a group of people), who is/are celebrated as significant Aboriginal or Torres Strait Islander character/s. This task looks beyond the simple construction of a biographic account of that person/s, to delve into the circumstances that draw attention to the subject of your report, to understand the forces that create their particular significance or celebrity. Media coverage offers a range of critical perspectives that may help you understand contemporary and changing public views. Critique the contributions or effects this person's actions and presence have made to individual lives, Aboriginal lives, national lives, culture, identity or politics. In your profile you should be sure to:

- Describe and locate your subject in some, or all, of these frames: geographic, historical, social, political, cultural, familial, national or international.
- Critically examine what that person sought to achieve, and to understand some of the issues they have faced throughout their careers, and throughout their lives.
- Interrogate the sorts of attention given to that person and see the ways their life and identity may have been appropriated and constructed by the media, by both their supporters and detractors, local, national or international organizations, politicians and the wider Australian public.
- Question whether the subject presents an icon for the aspirations of many Australians.
- Examine how this person's presence in the public domain provided a vehicle for Aboriginal issues and causes. Central questions to ask might include:
  - Does their position in the public sphere provide new opportunities for people to gain insight to the complexities of Aboriginality?
  - Do you gain a deeper understanding about what it means to be Australian, to be Aboriginal, or to be Torres Strait Islander from investigating this life?

#### 9. Expressing identity and culture

Aboriginal and Torres Strait Islander people utilise the range of ancient and modern visual and performing arts to articulate issues, promulgate ideas and record experiences. Aboriginal and Torres Strait Islander people are also the subjects of, and inspirations for, a host of Australian artists. Establish a framework within which to examine expressions and portrayals of Aboriginality and present your critique of the nature and status of Aboriginality in cultural expression. Your framework might be:

- The work of a particular artist, performer, filmmaker, musician,
- Selected works in a particular form or media: painting, fiction, film, hip hop, etc
- An established collection of works, eg an Art Gallery of NSW or MCA exhibition; performers and speakers at a festival or gathering; an anthology of poetry, prose or critical writing; street art in a neighborhood, etc
- Selected works from within a particular time period, from a school or movement, or which are place-based
- A collection of works inspired by a person or an event Your critique should consider the works both in the contemporary time of their creation and in our present times and should be engaged with a range of critical response. What impact does cultural expression make upon those whose culture is interpreted and represented? Is this impact the same, or different for those who view or experience that work from outside the subject group? Can creative expressions influence national attitudes and social justice agendas?