



CUL 321

Racialised Punishment and the Construction of the Nation

MQC1 Day 2014

Dept of Media, Music & Cultural Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

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Moderator

Joseph Pugliese

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Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

In this unit we examine a range of embodied subjects that stand in a relation of crisis and/or dissent in the context of dominant Australian culture. We focus specifically on how such apparatuses of racialised punishment as the camp, prison, reserve and detention centre have been constitutive in founding and shaping the Australian nation. We examine: Aboriginal sovereignty and the colonial camp; the cultural panics generated by the ethnic descriptor of 'Middle Eastern appearance'; the cultural politics of terrorism and state violence; the power of whiteness; the racialisation of criminality and the prison industry; histories of political internment; Indigenous life writing and the cultural politics of counter-histories; and Australia's treatment of refugees and asylum seekers. These topics are examined in the context of film, documentaries and contemporary news media.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.

Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.

Deploy analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.

Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.

Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.

Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.

Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment Tasks

| Name | Weighting | Due |
|------------------------------------|-----------|-------------------------------|
| <u>Attendance</u> | 5% | Ongoing |
| <u>Lecture & Reading Notes</u> | 10% | Ongoing, starting from Week 2 |
| <u>Mid-Semester Essay</u> | 20% | Week 6 |
| <u>Group Presentation</u> | 25% | Week 11 |
| <u>Final Essay</u> | 40% | Week 13 |

Attendance

Due: **Ongoing**

Weighting: **5%**

A minimum of 80% attendance of lectures and tutorials is required. Moreover, if students are more than 15 minutes late, they will be marked as absent. This does not mean that lectures and tutorial start 15 minutes after the allocated time, but that students should arrive at least five minutes before class time starts. This assessment also assesses student participation in terms of their participation in and initiating of class discussion.

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.
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Lecture & Reading Notes

Due: **Ongoing, starting from Week 2**

Weighting: **10%**

Starting from week 2, every student is required to answer the following questions in the lecture. If there are different questions for a particular lecture topic, these questions will be given to students when needed. These lecture notes must be submitted to the lecturer after the lecture. They are to be hand written in legible penmanship (neat writing) and include the student's name and lecture topic. Late submissions will not be accepted. Questions are:

- a) What are the main points covered in the lecture?
- b) How are these main points related to the reading(s)?
- c) What did you find interesting from the reading(s)?
- d) Do you have any further questions and/or comments about the lecture topic and/or reading(s)?

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed

with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.

- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
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- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Mid-Semester Essay

Due: **Week 6**

Weighting: **20%**

The essay will be based on one of the assigned essay questions. In their essay, students must draw on the critical and theoretical material discussed in the lectures and provided in readings for this unit.

Submission: There are 2 ways to submit the final essay:

- 1) Submit into turnitin (and don't forget to write your turnitin receipt number on your cover sheet for your hard copy submission).
- 2) Email to your lecturer: elaine.laforteza@mqc.edu.au

Mid-semester essay questions

LENGTH: 1500 WORDS

DUE DATE: Week 6

Answer ONE of the questions listed in 'Delivery & Resources'. You can pick one question from weeks 2-5.

On successful completion you will be able to:

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- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
- Deploy analytical skills that enable students critically to evaluate institutions of authority

in order to disclose such things as institutional racism and other discriminatory practices.

- Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.
- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.

Group Presentation

Due: **Week 11**

Weighting: **25%**

This assessment enables students to express their creativity and artistry, while also critically examining relevant issues. In groups of 2-3, students must choose one topic from one week (weeks 2-10). They must devise a project based on one or all of the questions for that topic. Projects can include: performing a skit, writing a script, creating a trailer or short film, constructing a debate, performance art, a more traditional presentation, game-show, etc. Each performance must be introduced by the members of the group, explaining:

1. What their project is about.
2. What question/s they are answering.

Minimum time limit: 15 minutes

Maximum time limit: 35 minutes

On successful completion you will be able to:

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cultural difference in an informed manner.

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Final Essay

Due: **Week 13**

Weighting: **40%**

The essay will be based on one of the assigned essay questions. In their essay, students must draw on the critical and theoretical material discussed in the lectures and provided in readings for this unit.

NB: Do not write on the same topic that you used for your group presentation.

Submission: A hard copy, email, and turnitin submission are required for this essay. Failure to submit as a hard copy, email, and turnitin will result in an automatic failure of this assessment.

Extensions: The mid-semester essay and final essay must be submitted in class with the appropriate cover sheet. Extensions will only be granted if Special Consideration has been approved.

Further, extensions will not be accepted unless Special Consideration and/or a prior extension has been requested and approved. Please give yourself enough time to ask for an extension (2 weeks minimum notice advisable). You will need to lodge your request for special consideration by logging into <http://ask.mq.edu.au> with your OneID.

Late submissions: Failing to submit an assignment at or before the due date is not permitted, unless medical documentation or unavoidable disruption has occurred. If this occurs, students will need to show their lecturer/tutor the appropriate documentation to justify late submission.

On successful completion you will be able to:

- Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.
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evidence their particular viewpoints on contentious national issues.

Delivery and Resources

CUL321 Readings & Questions (for tutorials)

| Week | Readings | Questions |
|------|--|---|
| 1 | Tony Birch, "The last refuge of the 'unAustralian'" Peter Lyssiotis, "Three Cheers for Civilization – The Great Wall of Australia" | |
| 2 | Ian Anderson, "Reclaiming Tru-ger-nan-ner" Irene Watson, "Aboriginal Sovereignties" | <ol style="list-style-type: none"> 1. Discuss what Anderson means when he says that Tru-ger-nan-ner signifies the "land empty of natives and the colonial period over." 2. What needs to be done in order to recognise Aboriginal sovereignties? 3. Discuss the political, legal and cultural ramifications of Irene Watson's call for Aboriginal sovereignties. |
| 3 | Anita Heiss, "Invisible Whiteness" Supriya, "White Difference" | <ol style="list-style-type: none"> 1. How is whiteness "invisible"? What are the key attributes of whiteness? 2. How is whiteness about power, privilege and institutionality? |
| 4 | Angela Davis, "Race and Criminalization" Chris Cunneen, "The Nature of Colonial Policing" | <ol style="list-style-type: none"> 1. Discuss in detail the nature of colonial policing. 2. How does the history of colonial policing fundamentally inform contemporary relations between Aboriginals and the law? <p>Recommended readings:</p> <ul style="list-style-type: none"> • Gerry Georgato, "The Burning Issue of Deaths in Custody: Aboriginal People Die 5 Times the Rate of Apartheid South Africa" http://indymedia.org.au/2013/01/29/the-burning-issue-of-deaths-in-custody-aboriginal-people-die-5-times-the-rate-of-apartheid • Natasha Robinson, "Black Sentences Soar as Juvenile Jails Become a 'Storing House'" http://www.theaustralian.com.au/national-affairs/indigenous/black-sentences-soar-as-juvenile-jails-become-a-storing-house/story-fn9hm1pm-1226547889340 |
| 5 | Joseph Pugliese, "The Locus of the Non: The Racial Fault-Line 'of Middle Eastern Appearance,'" Borderlands e-journal 2.3 at: http://www.borderlandsejournal.adelaide.edu.au/vol2no3_2003/pugliese_non.htm | <ol style="list-style-type: none"> 1. What is the modality of the quasi prior? Give examples to illustrate the modality of the quasi prior. 2. What are the effects of designating some bodies/citizens as racially suspect? Suspect in terms of what? What is feared and what must be protected? |

| | | |
|----|--|---|
| 7 | <p>Meloto, Antonio “Builder of Dreams”</p> <p>Laforteza, Elaine “Building Community from the Ground Up”</p> <p>Laforteza, Elaine “Getting to the heart of GK”</p> | <p>1. How does GK and GKA challenge what it means to “other” people and communities?</p> <p>2. Do you think a model of “giving care” could work in the context of Australia? Why or why not?</p> <p>3. Discuss other examples of different organisations, community groups, and/or individuals that enable different ways of “developing” the nation and/or transnational connections.</p> |
| 8 | <p>Said and Souad Lahoud, “It’s In the Blood: Culture and Identity and Their Suburban Backyard” in <i>Marrickville Backyards</i></p> <p>Joseph Pugliese, “Migrant heritage in an indigenous context”</p> | <p>1. How is the suburban backyard a site of resistance and a refuge against assimilation ideologies?</p> <p>2. How do prejudices shape suburban areas?</p> |
| 9 | <p>David W. Brown, “The Legacy of British Victorian Social Thought” in <i>Sport and Colonialism in 19th Century Australasia</i>, pp. 19-42</p> | <p>1. How is nationalism framed and re-framed through competing masculinities?</p> <p>2. How does the framework of masculinity itself dominate the field of sport, or in these purposes, cricket? What happens to femininity, or female athletes in this case?</p> <p>3. Can you see the threads of colonialism shape how cricket and other sports are played, and who can play them?</p> <p>4. Generally speaking, are sports political? What norms, values, roles, rules and discursive systems do they resist, reframe and create?</p> |
| 10 | <p>Elaine Laforteza, “The Whitening of Brown Skins and the Darkening of Whiteness” in http://reconstruction.eserver.org/071/laforteza.shtml</p> <p>Elaine Laforteza, “Tanning (Anglo-Australian) Whiteness” in http://reconstruction.eserver.org/133/133_Laforteza.shtml</p> | <p>1. Do you agree or disagree with the following statements:</p> <p>a) Cosmetic surgery enables people to fit into society, and therefore, live a better life.</p> <p>b) Cosmetic surgery only works to enhance underlying problems.</p> <p>2. While the lecture discusses cosmetic surgical options, the readings discuss non-surgical body modifications. What do you think links those two together? Is one worse/better than the other?</p> |

Delivery and Resources

Classes

3 hours face-to-face teaching per week consisting of 1 x 2 hour lecture and 1 x 1 hour tutorial

The timetable for classes can be found on the MQC Student Portal at: <http://student.mqc.edu.au/>

It is an assessment requirement of this unit that students attend a minimum of 80% of classes.

Required and Recommended Texts and/or Materials

All texts will be posted on iLearn or posted as web-links when appropriate.

Technology Used and Required

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Learning and Teaching Activities

The unit will be taught in a variety of ways: lectures, tutorials, film-screenings, group exercises, and class discussions. Students are expected to participate in small groups, read the set readings, and follow current news events and developments on the topics covered for this unit.

Additional information (readings, set of questions for each tutorial topic, announcements and other relevant materials) can be accessed on the CUL321 iLearn website: <http://ilearn.mq.edu.au> It is necessary to visit the unit site regularly.

Your log-in details for iLearn are the same as your E-student username and password. Should you have any technical difficulties logging in, including password resets, you will need to contact the IT Helpdesk on 9850 4357 or log onto OneHelp via the website <http://mq.edu.au/onehelp/index.html> to log a support request.

Unit Schedule

| Week | Topic | Assessments |
|------|-------|-------------|
|------|-------|-------------|

| | | |
|--|---|---------------------------|
| <p>Week 1 17 March</p> | <p>Lecture: Introduction Tutorial: Introduction (unit guide, assessments, Q&A about the unit) Exercise: Citizenship test</p> | <p>None</p> |
| <p>Week 2 24 March</p> | <p>Lecture & Tutorial: Contested Histories and Aboriginal Sovereignties. Film Screening: <i>Utopia</i> (dir. John Pilger)</p> | <p>Lecture notes</p> |
| <p>Week 3 31 March</p> | <p>Lecture & Tutorial: Race and Whiteness Film Screening: <i>The Sapphires</i></p> | <p>Lecture notes</p> |
| <p>Week 4 7 April</p> | <p>Lecture & Tutorial: The Racialisation of Punishment</p> | <p>Lecture notes</p> |
| <p>Week 5 14 April</p> | <p>Lecture & Tutorial: Racial Profiling: Racialising Bodies</p> | <p>Lecture notes</p> |
| <p>Week 6 21 April</p> | <p>Easter break</p> | <p>Essay 1 due today.</p> |
| <p>Week 7 28 April</p> | <p>Lecture & Tutorial: Human rights and ethics in context: Australian secularism Exercise: GK exercises (hula hoop), bayanihan line, (about trust, community, and thinking of the other, caring for the other)</p> | <p>Lecture notes</p> |

| | | |
|---|---|------------------------------|
| <p>Week 8 5 May</p> | <p>Lecture & Tutorial: Whose space is this? Cultural Politics of Suburban space (Camden, beaches)</p> | <p>Lecture notes</p> |
| <p>Week 9 12 May</p> | <p>Lecture & Tutorial: Race & Sport: Cricket and Australia</p> | <p>Lecture notes</p> |
| <p>Week 10 19 May</p> | <p>Lecture & Tutorial: Cosmetic surgery & changing one's race. Film Screening: <i>Change my race</i></p> | <p>Lecture notes</p> |
| <p>Week 11 26 May</p> | <p>Lecture & Tutorial: Student Forum/Group Presentation</p> | <p>Lecture notes</p> |
| <p>Week 12 2 June</p> | <p>Essay preparation</p> | <p>Lecture notes</p> |
| <p>Week 13 9 June</p> | <p>Lecture & Tutorial: Unit Recap</p> | <p>Submission of Essay 2</p> |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.ht

[ml](#)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

For further information, please refer to the following link:

<http://universitycouncil.mq.edu.au/legislation.html>

Grade Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

<http://www.city.mq.edu.au/reviews-appeals.html>

Attendance at Macquarie City Campus

All Students are required to attend at least 80% of the scheduled course contact hours each Session. Additionally Macquarie City Campus monitors the course progress of international students to ensure that the student complies with the conditions of their visa relating to attendance.

This minimum level of attendance includes all lectures and tutorials. Tutorial attendance will be recorded weekly. If any scheduled class falls on a public holiday this will be rescheduled as advised by your Lecturer. Attendance at any mid-Session or in-class test is compulsory unless otherwise stated.

Unavoidable non-attendance due to illness or circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test. You should refer to the section below on Special Consideration for more details about this.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

Student Support at Macquarie City Campus

Students who require assistance are encouraged to contact the Student Services Manager at Macquarie City Campus. Please see reception to book an appointment.

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://students.mq.edu.au/support/>

At any time students (or groups of students) can book our Student Advising rooms on Level 6 by emailing info@city.mq.edu.au with a day and time and nominated contact person. There are additional student study spaces available on Level 1.

Macquarie University Campus Wellbeing also has a presence on the City Campus each week. If you would like to make an appointment, please email info@city.mq.edu.au or visit their website at: <http://www.campuslife.mq.edu.au/campuswellbeing>

StudyWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills
- Personal assistance with your learning & study related questions

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

IT Help at Macquarie City Campus

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/> or call 02 9850-4357.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Students are expected to act responsibly when utilising Macquarie City Campus IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

If you would like to borrow headphones for use in the Macquarie City Campus computer labs (210, 307, 311, 608) at any point, please ask at Level 2 Reception. You will be required to provide your MQC Student ID card. This will be held as a deposit while using the equipment.

For assistance in the computer labs, please see a Lab Demonstrator (usually they can be found in Lab 311, otherwise ask at Level 2 Reception).

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.
- Develop ethical skills that will enable students to address issues of cultural difference

and social justice concerns within the context of the Australian nation and its relation to global events and issues.

- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.
- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.
- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.
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- Final Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- Deploy analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
- Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical skills, informed by cultural theories, that will enable students to understand the ways in which the categories of nation and national identity are inscribed with a series of normative values that function to construct othered subjects that are disenfranchised and/or excluded from the official corpus of nation.
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- Deploy analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.
- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
- Deploy analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
- Deploy critical argumentation skills that will enable students to support and materially

evidence their particular viewpoints on contentious national issues.

- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
- Deploy critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.
- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.
- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment tasks

- Attendance
- Lecture & Reading Notes

- Mid-Semester Essay
- Group Presentation
- Final Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Develop ethical skills that will enable students to address issues of cultural difference and social justice concerns within the context of the Australian nation and its relation to global events and issues.
- Employ cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

Assessment tasks

- Attendance
- Lecture & Reading Notes
- Mid-Semester Essay
- Group Presentation
- Final Essay