



CUL 321

Racialised Punishment and the Construction of the Nation

MQC2 Day 2014

Dept of Media, Music & Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

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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:

1. Critical skills that are informed by cultural theories. This 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.

2. The ability to synthesise and articulate the relations between knowledge and power in the context of nation.
3. Analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
4. 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.
5. Critical argumentation skills that will enable students to support and materially evidence their particular viewpoints on contentious national issues.
6. Cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
7. Socially active and responsible skills that will, through group work exercises, class discussion, etc. enable students to analyse and solve problems collaboratively.

General Assessment Information

Extensions: The on-course 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.

Assessment Tasks

Name	Weighting	Due
<u>Lecture & Tutorial Attendance</u>	0%	Weekly
<u>Presentation/on-course essay</u>	30%	Assigned date
<u>Creative Group presentation</u>	20%	Week 11
<u>Final Essay</u>	50%	Week 13

Lecture & Tutorial Attendance

Due: **Weekly**

Weighting: **0%**

A minimum of 80% attendance is required. Attendance at lectures and tutorials is essential to pass this unit. This, however, does not mean that students should simply physically attend the lectures and tutorials, but to also participate in and generate discussion relevant to the unit topics.

On successful completion you will be able to:

- 1. Critical skills that are informed by cultural theories. This 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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Presentation/on-course essay

Due: **Assigned date**

Weighting: **30%**

Create a tutorial presentation based on a chosen tutorial topic. Discuss the key issues and arguments of the topic as outlined in the relevant readings. Illustrate your topic with reference to relevant news, videos, political events and so on. Students are required to:

1. answer one or more of the relevant questions for their week. Questions will be disseminated in class.
2. address in detail the seminar topic;
3. evidence and illustrate arguments;
4. ask the class topic-related questions and generate discussion.

On-course essay: *Write an essay based on your tutorial paper that incorporates any relevant points and insights raised during class discussion; 1500 words in length. The essay must answer*

the following questions:

1. *What was your seminar topic and question(s)?*
2. *What resources (unit readings, further research, examples, etc.) did you use to convey your seminar topic and argument?*
3. *How did you generate class discussion and participation? Did class discussion/participation affirm and/or challenge your main points? Did class discussion/participation offer anything new and/or interesting to your seminar presentation?*
4. *Do you think you were successful in conveying all your points? Would you do anything differently (e.g. use different resources, handle class discussion more efficiently, etc.) in order to present on your seminar topic, or do you think your presentation effectively delivered your message?*

NB: The oral presentation is worth 15% and the on-course essay is worth 15%. Students will receive a combined mark out of 30%.

Tutorial presentation to be presented on assigned seminar date; on-course essay to be submitted one week after seminar presentation

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Creative Group presentation

Due: **Week 11**

Weighting: **20%**

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 the issues and/or theoretical insights for that topic. Projects can include: performing a skit, 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. How their project relates to their chosen topic.

Minimum time limit: 15 minutes

Maximum time limit: 30 minutes

On successful completion you will be able to:

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Final Essay

Due: **Week 13**

Weighting: **50%**

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. Essay questions are available on iLearn and will also be disseminated in class.

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.

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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.

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.

Required and Recommended Texts and/or Materials

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

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.

Technology Used and Required

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

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

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.html

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/

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

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.

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

1. Critical skills that are informed by cultural theories. This 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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social justice concerns within the context of the Australian nation and its relation to global events and issues.

- 6. Cultural literacy skills that will enable students to address issues concerned with cultural difference in an informed manner.
- 7. Socially active and responsible skills that will, through group work exercises, class discussion, etc. enable students to analyse and solve problems collaboratively.

Assessment tasks

- Lecture & Tutorial Attendance
- Presentation/on-course essay
- Creative 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

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- Creative Group presentation
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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

- 1. Critical skills that are informed by cultural theories. This 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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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

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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

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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.

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Learning outcomes

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- Creative 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

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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:

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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

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