



# CUL 321

## Racialised Punishment and the Construction of the Nation

S1 Day 2014

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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>Presentation/on-course essay</u>	30%	On assigned seminar date
<u>Group Research Presentation</u>	20%	Assigned seminar date
<u>Final Essay</u>	50%	Monday, 16th June 2014

### Presentation/on-course essay

Due: **On assigned seminar date**

Weighting: **30%**

Oral presentation of a seminar paper based on the student's chosen seminar topic: minimum 20 minutes presentation. Create a seminar presentation based on a chosen seminar 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. address in detail the seminar topic;
2. evidence and illustrate arguments;
3. ask the class topic-related questions and generate discussion.

On-course essay based on the seminar paper that incorporates any relevant points and insights raised during class discussion; 1500 words in length.

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

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

On successful completion you will be able to:

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- 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.

## Group Research Presentation

Due: **Assigned seminar date**

Weighting: **20%**

Each student will participate in a group presentation. The presentation will be concerned with presenting how a particular seminar topic is being covered and discussed in the context of contemporary media and politics. Students are encouraged to draw on multi-media resources in order to illustrate their topic.

Group presentations will take place on the day of the assigned seminar. The presentation will entail an oral multi-media delivery. No written assignment will be submitted. A group mark will be awarded for the presentation.

Base your tutorial presentation on the topic and readings of your selected week. Explain in your presentation the key concepts and issues outlined in the week's readings. Illustrate your presentation with examples (from media, films, videos, and so on). Pose questions to the class based on the issues and concepts you are addressing. Make sure you pose relevant questions to the class and that you generate discussion amongst the tutorial group. Generating class discussion related to the topic you present is a key aspect of your assessment for this task.

Your presentation will be evaluated using the following criteria: clear and effective grasp of the key issues raised by the relevant readings; relevant evidence used to support and illustrate your arguments; posing of relevant questions to class; creative and innovative address of the topic; representation of the group's multiple perspectives on the selected topic; and effectively engaging the class in discussion of key issues.

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.
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- 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.

## Final Essay

Due: **Monday, 16th June 2014**

Weighting: **50%**

A final essay in-lieu of an examination is the third part of this unit's assessment. 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 the Unit Reader.

NB: Do not write on the same topic that you used for your seminar presentation. Essay word length: 2000 words.

## ESSAY QUESTIONS FOR FINAL ESSAY IN-LIEU OF

## EXAM

LENGTH: 2000 WORDS

DUE DATE: MONDAY 16 JUNE 2014

**N.B.: Do not reproduce the same topic you addressed in your seminar essay. There is no Turn-It-In submission for this unit.**

- Discuss the issues of contested histories and space, colonial assimilation and the politics of Aboriginal identities in the context of *Blackman's Houses* and Ian Anderson's essay "Re-claiming Tru-ger-nan-ner."
- Discuss the significance of what Irene Watson calls "proper law-full acknowledgements of the sovereignty of Aboriginal peoples."
- Why "invisible whiteness"? Discuss.
- Discuss the concepts of Aboriginal law, colonial law and *terra nullius* in the context of *Dhakiyarr vs the King*.
- Discuss the relation between colonial policing and racialised punishment in the context of contemporary Australian culture. In your essay, you must draw upon Cunneen's and Davis' essays on racialised punishment.
- What are the key issues that emerge from the yoking of crime to ethnicity, and the consequent criminalisation of specific ethnic minorities? Discuss in the context of Collins et al's essay, *Of Middle Eastern Appearance* and/or contemporary of racial profiling, policing and crime.
- Discuss the importance of the camp, as a place of quarantine, internment and punishment of targeted groups, in the context of Australian history and national identity.
- How is suburban space also a place where cultural politics is played out? Discuss in relation to ethnic architecture, backyards and their relation to issues of memory, identity and place.
- Discuss the significance of Aboriginal "life writing" and oral histories in the context of *Auntie Rita* and dominant colonial histories.
- Discuss the relationship between Indigenous sovereignty and white colonial possession in the context of Australia's policies on refugees and asylum seekers.
- Stage an in-depth critique of the politics of fear and terror.
- Construct a question of your choice that focuses on a text and any of the issues raised in the course of this unit. Please consult with your tutor if you wish to take up this option.

### Assignment submission

Bar-coded Arts Coversheet

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A (for internal students) or via COE (for external students). Internal students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

[http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/coversheet](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet).

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

### **Return of marked work**

Marked work will be returned to students via tutorials or lectures. Residuals will be available for collection from the Arts Student Centre (W6A Foyer).

### ***Extensions and special consideration***

·Penalties for late submission of work: 10% a day will be deducted from the mark of a tutorial essay for everyday of lateness after the due date, unless the student supplies relevant documentation justifying late submission.

·**NB: Final essays are in-lieu of examinations**, therefore late essays will not be marked unless you have made a formal application for special consideration through the Registrar's Office with supporting documentation..”

·**FINAL ESSAYS THAT ARE SUBMITTED AFTER THE DUE DATE WILL RECEIVE A MARK OF ZERO, AND THE STUDENT WILL FAIL THE UNIT, UNLESS THEY SUPPLY RELEVANT DOCUMENTATION JUSTIFYING THE LATE SUBMISSION.**

### **Special Consideration Policy**

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

### **Applying for Special Consideration**

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The on-line Special Consideration application is found at: <http://www.ask.mq.edu.au>

On successful completion you will be able to:

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

## Delivery and Resources

### UNIT REQUIREMENTS AND EXPECTATIONS

This unit will be taught through a combination of lectures, screenings and seminars. Each week, students will be required to relate the lecture material to relevant readings from the Unit Reader and prescribed texts. Students should use the set seminar questions to orient their reading of relevant materials.

Recordings of lectures and lecture notes will be available on iLearn.

All students are expected to contribute to seminar discussions and, as this is a unit that explicitly taps into topical issues in the context of the Australian nation, students are expected to follow current developments in government policy, the media, and so on, and to related these developments to the issues under discussion.

Students are required: to attend all seminars; read the relevant readings from the Unit Reader; participate in class discussions; complete and submit all assessment tasks.

### CLASSES

For lecture times and classes, please consult the MQ timetable website.

<http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

#### **REQUIRED TEXT:**



**CUL321 READER: Racialised Punishment and the Construction of the Nation**

**Films:**

*Blackman's Houses*

*Dhakiyarr vs the King*

**RECOMMENDED TEXTS:**

Agamben, Giorgio, *Homo Sacer: Sovereign Power and Bare Life* (Stanford: Stanford University Press, 1998)

Agamben, Giorgio, *State of Exception* (Chicago: University of Chicago Press, 2005)

Anderson, Warwick, *The Cultivation of Whiteness* (Melbourne: Melbourne University Press, 2002)

Ang, Ien, Sharon Chalmers, Lisa Law and Mandy Thomas (eds.), *Alter/Asians* (Annandale: Pluto Press, 2000)

Bhabha, H, *Nation and Narration* (London: Routledge, 1990)

Beaumont, Joan, Ilma Martinuzzi O'Brien and Matthew Trinca, *Under Suspicion: Citizenship and Internment in Australia during the Second World War* (Canberra: National Museum of Australia, 2008)

Blake, Thom, *Dumping Ground: A History of the Cherbourg Settlement* (St Lucia: University of Queensland Press, 2001)

Bonuto, Osvaldo, *A Migrant's Story* (St Lucia: University of Queensland Press, 1994).

Burke, Anthony (2001) *In Fear of Security: Australia's Invasion Anxiety* (Annandale: Pluto Press)

Corlett, David, *Following Them Home: The Fate of the Returned Asylum Seekers* (Melbourne: Black Inc., 2005)

Couchman, Sophie, John Fitzgerald and Paul Macgregor (eds.), *After the Rush: Regulation, Participation,*

*and Chinese Communities in Australia 1860-1940* (Fitzroy, Vic.: Otherland, 2004)

Crock, Mary, Ben Saul and Azadeh Dastyari, *Future Seekers II: Refugees and Irregular Migration in Australia* (Annandale, NSW: Federation Press, 2006)

Cuneen, Chris, David Fraser and Stephen Tomsen, *Faces of Hate: Hate Crime in Australia*. (Annandale: Hawkins Press, 1997)

Davis, Angela Y., *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003)

de Certeau, Michel, *The Capture of Speech and Other Political Writings* (Minneapolis: University of Minnesota Press, 1997)

de Certeau, Michel, Luce Giard and Pierre Mayol, *The Practice of Everyday Life*, vol. 2 (Minneapolis: University of Minnesota Press, 1998)

Donald, James and Ali Rattansi (eds.), *'Race,' Culture and Difference* (London: Sage Publications, 1993)

Frankenberg, Ruth, *The Social Construction of Whiteness: White Women, Race Matters* (London: Routledge, 1993)

Foucault, M, *The History of Sexuality*. Trans. Robert Hurley (London: Penguin, 1990)

Giannacopoulos, Maria, "Tampa: Violence at the Border," *Social Semiotics*, 15.1 (2005): 29-47.

Giannacopoulos, Maria, "*Mabo, Tampa* and the Non-Justiciability of Sovereignty," in S. Perera (ed.), *Our Patch* (Perth: Network, 2007).

Gleeson, Jane, M. A. Hamilton, G. Morgan, M. Wynne-Jones, *Marrickville Backyards* (Dulwich Hill: Marrickville Community History Group, 2001)

Grimshaw, Patricia et al, *Creating a Nation* (Ringwood: McPhee Gribble, 1994)

Hage, G, *White Nation* (Annandale: Pluto Press, 1998)

Hall, Stuart, David Held and Tony McGrew (eds.), *Modernity and Its Futures* (Cambridge: Polity Press in Association with the Open University, 1992)

Heiss, Anita, *Token Koori* (Sydney: Curringa Communications, 1998)

Heiss, Anita, *Dhuuluu-Yala (To Talk Straight): Publishing Aboriginal Literature* (Canberra: Aboriginal Studies Press, 2003)

Hill, Mike (ed.), *Whiteness: A Critical Reader* (New York: New York University Press, 1997)

Hodson, Michael, "Government Lies Again – Tiwi Islanders: 'We're all non-Australians'" from *Green Left Weekly* <http://www.greenleft.org.au> and

<http://www.greenleft.org.au/back/2003/562/562p7b.htm>

hooks, bell, *Yearning: Race, Gender, and Cultural Politics* (Boston: South End Press, 1990)

Human Rights and Equal Opportunity Commission (HREOC), *A Last Resort: A summary guide to the National Inquiry into Children in Immigration Detention* (Sydney: HREOC, 2004)

Human Rights and Equal Opportunity Commission (HREOC), *Isma'î -- Listen: National consultations on eliminating prejudice against Arab and Muslim Australians* (Sydney: HREOC, 2001)

Jakubowicz, Andrew et al, *Racism, Ethnicity and the Media* (St Leonards: Allen & Unwin, 1991/1994)

Leach, Michael and Fethi Mausouri, *Lives in Limbo* (Sydney: University of New South Wales Press, 2004)

Lygo, Iain, *News Overboard: The Tabloid Media, Race Politics and Islam* (n.p.: Southerly Change Media, 2004)

Nakayama, Thomas K. and Judith N. Martin (ed.), *Whiteness: The Communication of Social Identity* (Thousand Oaks: Sage, 1999)

Mitchell, D. T. and S. Snyder, *Cultural Locations of Disability* (Chicago: Chicago University Press, 2006)

Moore, Irene (ed.), *Voices of Aboriginal Australia* (Springwood: Butterfly Books, 1995)

Moreton-Robinson (ed.), *Whitening Race* (Canberra: Aboriginal Studies Press, 2004)

Morton-Robinson, Aileen, "The Possessive Logic of Patriarchal White Sovereignty," *Borderlands ejournal* 3.2 at: [http://www.borderlandsejournal.adelaide.edu.au/vol3no2\\_2004/moreton-possessive.html](http://www.borderlandsejournal.adelaide.edu.au/vol3no2_2004/moreton-possessive.html)

Moreton-Robinson, Aileen, "The House that Jack Built: Britishness and White Possession," *Australian Critical Race and Whiteness Studies Association Journal*, 1 (2005): 21-29.

Osuri, Goldie, "Regimes of Terror: Contesting the War on Terror," *Borderlands ejournal* 5.1 at: <http://www.borderlandsejournal.adelaide.edu.au/vol5no1/osuri.html>

Osuri, Goldie and Bobby Banerjee, "White Diasporas: Media Representations of September 11 and the Unbearable Whiteness of Being Australian," *Social Semiotics*, 14.2: 151-171.

Palombo, Lara, "Whose Turn Is It? White Diasporic and Transnational Practices and the Necropolitics of the Plantation and Internment Camps," *Australian Critical Race and Whiteness Studies Association e-journal*, 3.1 (2007: 1-20.

Perera, Suvendrini, *Australia and the Insular Imagination: Beaches, Borders, Boats, and Bodies* (New York: Palgrave Macmillan, 2009).

Perera, Suvendrini, "The Impossible Refugee of Western Desire" at <http://www.lines-magazine.org/>

Perera, Suvendrini, "What is a camp...? *Borderlands* 1.1 (2002), at [http://www.borderlandsejournal.adelaide.edu.au/vol1no1\\_2002/perera.html](http://www.borderlandsejournal.adelaide.edu.au/vol1no1_2002/perera.html)

Perera, Suvendrini, "A Line in the Sea: The Tampa, Boat Stories and the Border," *Cultural Studies Review* 8 (2002): 11-27.

Perera, Suvendrini, "Whiteness and Its Discontents," *Journal of Intercultural Studies* 20.2 (1999): 183-198

Perera, Suvendrini (ed.), *Our Patch* (Perth: Network, 2007).

Poynting, Scott, Greg Noble, Paul Tabar and Jock Collins, *Bin Laden in the Suburbs: Criminalising the Arab Other* (Sydney: Sydney Institute of Criminology, 2004)

Pugliese, Joseph, "Penal Asylum: Refugees, Ethics, Hospitality," *Borderlands ejournal* at: [http://www.borderlandsejournal.adelaide.edu.au/vol1no1\\_2002/pugliese.html](http://www.borderlandsejournal.adelaide.edu.au/vol1no1_2002/pugliese.html)

Pugliese, Joseph, "The Locus of the Non: The Racial Fault Line 'of Middle Eastern Appearance,'" *Borderlands ejournal* at: <http://www.borderlandsejournal.adelaide.edu.au/vol2no3/pugliese.html>

Pugliese, Joseph, "Each Death is the First Death," *HEAT*, 6 (2003): 7-12.

Pugliese, Joseph, "Subcutaneous Law: Embodying the *Migration Amendment Act 1992*," *The Australian Feminist Law Journal*, 21 (2004): 23-34.

Pugliese, Joseph, "Asymmetries of Terror," *Borderlands ejournal* at: [http://www.borderlandsejournal.adelaide.edu.au/vol5no1\\_2005/pugliese.html](http://www.borderlandsejournal.adelaide.edu.au/vol5no1_2005/pugliese.html)

Pugliese, Joseph, "Diasporic Architecture, Whiteness and the Cultural Politics of Space," in Sudeep Dasgupta (ed.), *Constellations of the Transnational* (Amsterdam: Rodopi, 2007), pp. 23-50.

Roediger, D., *Towards an Abolition of Whiteness* (London: Verso, 1994)

Sedgwick, Eve Kosofsky, *Epistemology of the Closet* (Berkeley: University of California Press, 1990)

Snyder, Sharon L. and David T. Mitchell, *Cultural Locations of Disability* (Chicago: University of Chicago Press, 2006).

Snyder, Sharon L. and David T. Mitchell, *A World Without Bodies* (Chicago: Brace Yourself Productions,

2002)

Spivak, G C, *In Other Worlds* (New York and London: Methuen, 1987)

Spivak, G C, *The Post-Colonial Critic* (London and New York: Routledge, 1990)

Thadenka, *Learning to Be White* (New York: Continuum, 2000)

Watson, Irene, "Aboriginal Sovereignties: Past, Present and Future (Im)Possibilities," in Suvendrini Perera (ed.), *Our Patch* (Perth: Network, 2007), pp. 23-44.

Watson, Irene, "Buried Alive," *Law and Critique* 13 (2000): 253-269.

## Unit Schedule

### LECTURES:

**WEEK 1: Introduction: Racialised Punishment and the Construction of Nation**

**WEEK 2: Contested Histories and Aboriginal Sovereignties**

**WEEK 3: Whiteness**

**WEEK 4: The Racialisation of Punishment**

**WEEK 5: Aboriginal Law Versus Colonial Law**

**WEEK 6: The Racialisation of Crime and Cultural Panics**

**WEEK 7: The Camp and Histories of Internment**

**MID-SEMESTER BREAK: 11 to 25 April**

**WEEK 8: READING WEEK: NO CLASSES 28 to 2 May**

**WEEK 9: The Cultural Politics of Suburban Space and Ethnic Architecture**

**WEEK 10: "Fighting with Our Tongues": Indigenous Life Writing**

**WEEK 11: At the Border: Australia's Refugees and Asylum Seekers**

**WEEK 12: The Politics of Fear and Terror**

**SEMINAR SCHEDULE**

**WEEK 1**

No Seminar.

Readings: Michael Hodson, "Government Lies Again – Tiwi Islanders: 'We're all non-Australians'" from Green Left Weekly <http://www.greenleft.org.au>

<http://www.greenleft.org.au/back/2003/562/562p7b.htm>

Tony Birch, "The Last Refuge of the 'un-Australian'"

Suvendrini Perera, "Girt by Sea"

**WEEK 2**

**Introduction** and assigning of seminar topics.

**WEEK 3**

**Contested Histories and Aboriginal Sovereignties**

Screening: *Black Man's Houses*

Readings: Ian Anderson, "Re-claiming Tru-ger-nan-ner: Decolonizing the Symbol"

Irene Watson, "Aboriginal Sovereignties: Past, Present and Future (Im)Possibilities"

First Nations Interim National Unity Government, "Declarations of Independence Advanced at Brisbane Treaty Talks"

Murrawarri Republic, "Queen Recognises Murrawarri Republic"

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. Discuss the problematic concepts of "authentic" and "hybrid" Aboriginals – with specific reference to Anderson's essay and *Blackman's Houses*.
3. What needs to be done in order to recognise Aboriginal sovereignties?
4. Discuss the political, legal and cultural ramifications of Irene Watson's call for Aboriginal



sovereignties.

## **WEEK 4**

### **Whiteness**

Readings: K. E. Supryia, "White Difference"

Ruth Frankenberg, "Thinking Through Race"

Anita Heiss, "Invisible Whiteness" and "My Best Friend is White"

1. How is whiteness "invisible"? What are the key attributes of whiteness?
2. How is whiteness about power, privilege and institutionality?
3. What does Frankenberg mean by the "colour and power evasiveness" of whiteness?
4. How does, according to Frankenberg, whiteness *normalise* race privilege?
5. How does Heiss make whiteness visible in her poems? What Black tactics does she deploy in order to counter-act white racism?

## **WEEK 5**

### **The Racialisation of Punishment**

Readings: Chris Cunneen, "The Nature of Colonial Policing"

Gerry Georgato, "The Burning Issue of Deaths in Custody: Aboriginal People Die 5 Times the Rate of Apartheid South Africa"

Natasha Robinson, "Black Sentences Soar as Juvenile Jails Become a 'Storing House'"

Angela Davis, "Race and Criminalization"

Angela Davis, "The Prison Industrial Complex"

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?
3. According to Davis, what is the relation between race and the punishment industry? You must discuss, in particular, the connection between racialised minorities and the political economics of prisons.
4. Explain and discuss the "prison industrial complex" in the context of Australia's Refugee Detention Centres.

## **WEEK 6**

## **Aboriginal Law Versus Colonial Law**

Screening: *Dhakiyarr vs the King*

Readings: Irene Watson, "Buried Alive"

Shaunnagh Dorsett and Shaun McVeigh, "Just So: 'The Law Which Governs Australia Is Australian Law'"

1. Define the legal concept of *terra nullius* and discuss in detail its impact on Australia's Indigenous peoples.
2. Discuss Watson's understanding of Aboriginal law and how it differs from European law.
3. How does white common law ensure the reproduction of colonial possession of the continent of Australia?
4. Discuss the collision of Aboriginal law and white colonial law in the context of *Dhakiyarr vs the King*.

## **WEEK 7**

### **The Racialisation of Crime and Cultural Panics**

Readings: Jock Collins et al, "Crime and Ethnicity in Australia: Myths and Realities"

Scott Pointing et al, "The Arab Other"

David Fraser et al, "Violence Against Arab Australians"

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](http://www.borderlandsejournal.adelaide.edu.au/vol2no3_2003/pugliese_non.htm).

1. What is problematic about the ethnic descriptor "of Middle Eastern appearance" as used by both the police and the media?
2. Discuss the relationship between issues of class, gender and ethnicity in *Of Middle Eastern Appearance*.
3. Discuss the role of government and the media in creating cultural panics about "ethnic crime" and "ethnic gangs."
4. Explain what is at stake in the use of qualifiers like the term "ethnic" in the discussion of crime and criminal behaviour.

## **MID-SEMESTER BREAK: 11 to 25 April**

## **WEEK 8: READING WEEK: NO CLASSES 28 to 2 May**

### **WEEK 9**

#### **The Camp and Histories of Internment**

Readings: Suvendrini Perera, "What is a camp...? Borderlands 1.1 (2002), at <http://www.borderlandsejournal.adelaide.edu.au/>

David Mitchell and Sharon Snyder, "The Eugenic Atlantic: Disability and the Making of an International Science"

"William Cooper: The Aboriginal Who Stood up to Hitler"

Osvaldo Bonuto, "'J'accuse': Internment"

Lara Palombo, "Whose Turn Is It? White Diasporic and Transnational Practices and the Necropolitics of the Plantation and Internment Camps"

1. Discuss the importance of the camp in the construction of the nation, its aliens and its borders, with reference to the Perera and Palombo essays.
2. What is the relation between 9/11 and the internment of aliens during World War II?
3. Discuss the use of science by politicians and the military in the internment and eventual extermination of people with disabilities in the context of the Nazi death camps, with reference to the Mitchell and Snyder essays.
4. What are the key issues that Bonuto's story of internment exposes?
5. Discuss the contemporary interment of aliens (eg, refugees, people of "Middle Eastern appearance," and the prisoners at Guantanamo Bay, Cuba).

### **WEEK 10**

#### **The Cultural Politics of Suburban Space and Ethnic Architecture**

Mirjana Lozanovka, "Abjection and Architecture: The Migrant House in Multicultural Australia"

Said and Souad Lahoud "It's In the Blood: Culture and Identity and Their Suburban Backyard"

Joseph Pugliese, "A Topolitoology of Mourning: Practices of Mourning and the Diasporic Transpositions of Space"

Joseph Pugliese, "Migrant Heritage in an Indigenous Context"

1. What is the relation between migrant architecture, hegemonic concepts of nation/identity and abjection?
2. Discuss the dismissal of migrant architecture, house styles and decoration in terms of “kitsch.” Examine the value system operating in these acts of condescension.
3. How is the suburban backyard a site of resistance and a refuge against assimilation ideologies?
4. How is the home “a place for the body, a place for life?” Discuss in detail.
5. Discuss the significance of locating migrant heritage within an Indigenous context.

## **WEEK 11**

### **“Fighting with Our Tongues”: Indigenous Life Writings**

Readings: Jackie Huggins, selections from *Auntie Rita*

Tess Allas, “A Stitch in Time”

William Ferguson and John Patten, “Cries from the Heart: Aborigines Claim Citizen Rights!”

Aileen Moreton-Robinson, “Tellin’ It Straight: Self-Representation within Indigenous Women’s Life Writings”

Jackie Huggins, “Auntie Rita’s File”

Anita Heiss, “Indigenous Writing and Identity”

1. Discuss the importance of the oral history genre in *Auntie Rita*.
2. Discuss the significance of the narrative weave of two voices in *Auntie Rita*.
3. What is the relationship between “life writing” and dominant histories as dramatised in *Auntie Rita* and as discussed by Heiss and Moreton-Robinson?
4. Discuss the history of white women’s role in the colonial subjugation of Aboriginals.
5. What are the tactics of resistance against colonial power as articulated by both Huggins and Moreton-Robinson?

## **WEEK 12**

### **At the Border: Australia’s Refugees and Asylum Seekers**

Screening: “The Man Who Jumped”

Readings: Suvendrini Perera, “A Line in the Sea: The Tampa, Boat Stories and the Border”

Joseph Pugliese, "The Reckoning of Possibles: Asylum Seekers, Justice and the Indigenisation of the Levinasian Third"

Ray Jackson, "An Open Letter to Kevin Rudd MP"

Ray Jackson, "Indigenous Leader to Asylum Seekers: 'You are Welcome Here'"

Bianca Hall, "Overwhelming Majority of Boat Arrivals Deemed to Be Refugees"

Maria Giannacopoulos, "Tampa: Violence at the Border"

1. Discuss the historical roots of white Australia's fear of "alien invasions."
2. Discuss the relation between Indigenous sovereignty, white colonial possession and Australia's refugee crisis.
3. How does the mandatory imprisonment of refugees and asylum seekers contravene Human Rights (as outlined by UN charters)?
4. Discuss the ethnicity of the refugees and asylum seekers imprisoned in Australian prisons.
5. How can the mandatory imprisonment of refugees be seen as another form of racialised punishment? Relate this to Angela Davis' thesis on the racialised punishment industry and Australia's use of the private company ACM to manage the prisons.
6. Discuss the role of law in the construction and maintenance of a regime of penal asylum for refugees and asylum seekers.

## **WEEK 13**

### **The Politics of Fear and Terror**

Readings: Goldie Osuri: "Regimes of Terror: Contesting the War on Terror"

Joseph Pugliese, "Asymmetries of Terror"

Suvendrini Perera, "Race Terror, Sydney, December 2005"

All three essays are in *Borderlands ejournal* available at:

<http://www.borderlandsejournal.adelaide.edu.au/issues/vol5no1.html>

1. Discuss the parallels between contemporary political uses of fear and terror and the historical period of the Cold War.
2. What is at stake in the government and media fostering of a politics of fear and terror?
3. Why must the concept of "terrorism" be thought outside of eurocentric discourses and what is so often left unaddressed in western discussions of terrorism?

4. What needs to be done in order to begin to dismantle regimes of fear and terror?

## 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](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](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](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/](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](http://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](http://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

- 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

- Presentation/on-course essay
- Group Research 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.
- Develop socially active and responsible skills that will, through group work presentations, enable students to analyse and solve problems collaboratively.

### Assessment tasks

- Presentation/on-course essay
- Group Research Presentation
- 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

- 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.
- 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.

## **Assessment tasks**

- Presentation/on-course essay
- Group Research Presentation
- Final Essay

## **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.
- 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.

## **Assessment tasks**

- Presentation/on-course essay

- Group Research 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

- Presentation/on-course essay
- Group Research 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

- Presentation/on-course essay
- Group Research 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

- Presentation/on-course essay
- Group Research 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**

- Presentation/on-course essay
- Group Research 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**

- Presentation/on-course essay
- Group Research Presentation
- Final Essay