



# POIX201

## Contemporary Issues in Australian Politics: Race, Nation, Class and Gender

S2 OUA 2018

*Dept of Modern History, Politics & International Relations*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

As Australia progresses through the second decade of the 21st century, it confronts a number of persistent questions: Has it lived up to its reputation as an egalitarian country whose unofficial motto is 'fair go'? How have class relations been impacted on – if at all – by the economic boom of the past two decades? Are Australian women and men really equal in the context of the rise and fall of the Women's Liberation Movement and the emergence of so-called 'raunch feminism'? What are the prospects for closing the gap between the country's indigenous people and its more recent arrivals? Taking as its central themes, race, nation, class and gender, the unit is structured in the following way: weeks 2-4 deal with race and nation; weeks 5-8 with class politics; weeks 9-12 with gender and sexuality; week 13 concludes the unit by examining the health of the Australian body politic in light of the foregoing discussions about its divided state. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)

- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## General Assessment Information

### Late Assessment Penalty

*Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.*

## Assessment Tasks

| Name                     | Weighting | Hurdle | Due              |
|--------------------------|-----------|--------|------------------|
| <u>Online Discussion</u> | 10%       | No     | Ongoing          |
| <u>Take-Home Exam</u>    | 20%       | No     | 14 September 5pm |
| <u>Online Quiz</u>       | 20%       | No     | ongoing          |
| <u>Major Essay</u>       | 50%       | No     | Friday Week 11   |

### Online Discussion

Due: **Ongoing**

Weighting: **10%**

Each of the relevant weeks where an internal tutorial is being held, an external discussion forum has been established. What this means is that the week 1 material is to be answered in week 2. Week 2 material in week 3 and so on as per a normal tutorial that trails a week behind. **Students will not be able to see what other students post till they post their own.** As participation on the discussion forum on ilearn replaces on-campus participation (and the associated 10% of the overall mark), students are asked to not only participate by responding to the set questions, but also by responding to one another. Once you post your responses you can then respond to the

points made by the other external students so that a conversation develops about the content.

On successful completion you will be able to:

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)

## Take-Home Exam

Due: **14 September 5pm**

Weighting: **20%**

This take-home exam will be designed to test students' knowledge of the content from the first half of the unit. Format and due date will be decided upon once the semester begins.

On successful completion you will be able to:

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## Online Quiz

Due: **ongoing**

Weighting: **20%**

These quizzes will be held online (10 quizzes worth 2% each) throughout the semester. They will

be based on material covered in the key readings and lectures. This is designed to ensure maximum participation in the course and maximum achievement in the quizzes. More information about the quizzes will be provided at the lecture in Week 1. Questions will be posted on ilearn.

On successful completion you will be able to:

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## Major Essay

Due: **Friday Week 11**

Weighting: **50%**

The essay, approximately 2500 words in length, provides students with the opportunity to explore a topic of interest in depth. Students will be able develop a considered answer to a specific question based on reading a range of sources wider than simply the key readings. (Students must read and refer to a minimum of 15 substantive sources. See below for notes on sources.)

A high standard essay would draw upon a wide range of resources to support a well-organised argument in response to the set question. Remember, there is no 'correct' answer to each question: rather, there are arguments that are better expressed, more persuasively made, intelligently constructed, supported with evidence, and deeply analysed. Consider whether the arguments you read are logical and provide convincing evidence. The same criteria should apply to your own work.

The Harvard referencing system is required.

On successful completion you will be able to:

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse,

ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## Delivery and Resources

### Resources

There is no set-text for this unit. Instead key weekly readings will be posted on ilearn or will be available through the library website. Additional relevant readings will be listed on ilearn.

### **Delivery:**

For lecture times and classrooms 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.

**External students:** The lecture is digitally recorded and can be downloaded from the ILearn website shortly after it is delivered. You will also find lecture slides on the website.

External student participation is based on participation to discussion board questions. This includes responses to questions listed by the unit convenor and discussion with fellow external students. Students are expected to contribute and participate each week on the discussion board as they would in an on-campus tutorial.

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:



- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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

- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

#### Assessment tasks

- Take-Home Exam
- Major Essay

### 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 outcome

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)

## Assessment task

- Online Discussion

## 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

- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## Assessment tasks

- Take-Home Exam
- Major 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

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)

- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## **Assessment tasks**

- Online Discussion
- Take-Home Exam
- Online Quiz
- Major 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**

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
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ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## **Assessment tasks**

- Online Discussion
- Take-Home Exam
- Major 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**

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
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- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## **Assessment tasks**

- Take-Home Exam
- Major 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**

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
- E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)
- F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## **Assessment tasks**

- Online Discussion
- Online Quiz

## **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:

## **Assessment task**

- Online Discussion

## **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:

## **Assessment tasks**

- Online Discussion
- Take-Home Exam
- Major Essay