



# MECX321

## Racialised Punishment and the Construction of Nation

S1 OUA 2018

*Department of Media, Music, Communication and Cultural Studies*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	10
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	14

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor & Tutor

Jillian Kramer

[jillian.kramer@mq.edu.au](mailto:jillian.kramer@mq.edu.au)

Contact via Email

Y3A 152 Phone: (02) 9850 2252

Thursday 2pm-4pm via phone or Zoom video or voice conference (see ilearn)

Chris Müller

[chris.muller@mq.edu.au](mailto:chris.muller@mq.edu.au)

Prerequisites

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 politics of terrorism and state violence; the power of whiteness; the racialisation of criminality and the prison industry; histories of political internment; and Australia's treatment of refugees and asylum seekers. These topics are examined through the lens of social justice and are situated in the context of film, documentaries and contemporary news media. The unit brings into focus the manner in which targeted communities have mobilised activist networks and a range of media in order to work toward social change and a more just society. 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:

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.

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 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 enable students to analyse and solve problems collaboratively.

## General Assessment Information

In this unit, students must submit original work. If you have previously been enrolled in this unit, please note that you cannot submit the same piece of work. Please contact your convenor for an alternative task.

If students require assistance with their assessments, they should contact their tutor and consult the resources on referencing and essay writing in the 'Assessments' section on ilearn. Students can also contact the Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) team for advice on academic writing, study strategies and planning. Additional support services are listed here: <http://students.mq.edu.au/support/>.

### Late 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
<a href="#">Engagement &amp; Collaboration</a>	15%	No	Week two - week twelve
<a href="#">Critical Analysis</a>	20%	No	Thurs. 22 March 11:59pm (AEST)

Name	Weighting	Hurdle	Due
<a href="#">Policy Briefing Paper</a>	25%	No	Wed. Week Eight 11:59pm (AEST)
<a href="#">Final Essay</a>	40%	No	Wed. Week 13 11:59pm (AEST)

## Engagement & Collaboration

Due: **Week two - week twelve**

Weighting: **15%**

In this unit, students are required to actively engage with their peers in order to develop a shared understanding of the key ideas, concepts and debates that we discuss throughout this unit.

**Requirements:** From week two to week twelve, students are required to participate in the learning activities within the designated time frame. They must participate in two ways:

1. First, students must post a 150-300 word response to the weekly activity.
2. Second, students must also collaborate and encourage peer learning by commenting on at least one other student post in the weekly forum.

The forum will be opened when the activity is posted each week on Tuesday and then closed the following Monday.

**Weekly posts and comments:** As you complete your weekly posts and comments, please remember that these posts should generate discussion. We do not expect you to present a 'correct' or 'perfectly formed' answer; often you will find there isn't a singular 'right' answer. Instead, we're looking for you to draw on what you've learnt in the lecture, book and readings to respond to the activity or question. We'd like you to add your thoughts on the key concepts, ask questions about the readings and share ideas about the topic to the discussion so that we can collaborate and help one another to understand the concepts. If you have any questions about what we're looking for, please consult the marking criteria below and then contact Jillian.

### Assessment Criteria:

1. Completion of weekly post and comment within the designated time frame
2. Post demonstrates engagement with the relevant lectures, book and required readings
3. Post demonstrates engagement with the relevant key concepts, debates and discussions
4. Comment demonstrates active engagement with peers in the learning activities

**Special Consideration:** If you cannot complete a weekly activity or discussion due to unavoidable and serious disruption, please email your unit convenor and request Special Consideration via [ask.mq.edu.au](mailto:ask.mq.edu.au). For more information about the Special Consideration process please [click here](#).

On successful completion you will be able to:

- 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 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 enable students to analyse and solve problems collaboratively.

## Critical Analysis

Due: **Thurs. 22 March 11:59pm (AEST)**

Weighting: **20%**

For this assessment, students are required to perform an 800 word critical analysis of one of the required readings from weeks one, two or three of this unit. In their analysis, students must outline the purpose of their chosen text and the contribution that it makes to scholarly research (such as the theoretical concepts, arguments or methodologies developed by the author). Most importantly, they should also include an informed and nuanced critique of their chosen text that identifies any inadequacies or gaps in the research and explores how the research could be extended and adapted for our contemporary context.

### **Assessment Criteria:**

Students will be assessed according to the following criteria:

1. Demonstrates the ability to identify and outline the purpose of the selected text
2. Demonstrates engagement with relevant external scholarly research in order to identify and outline the contribution the selected text makes to the field
3. Demonstrates an understanding of the theoretical concepts, arguments and/or methodologies explored in the selected text
4. Draws on external research to perform an informed and nuanced critique of the chosen text that identifies potential gaps in the research and potential ways in which the research could be extended
5. Demonstrates the effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing

**Submission:** Students will submit their Critical Analysis via the Turnitin link on the unit iLearn Site.

**Special Consideration:** If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via [ask.mq.edu.au](mailto:ask.mq.edu.au). For more information about the Special Consideration process please [click here](#).

**Late 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.

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.
- 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 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 enable students to analyse and solve problems collaboratively.

## Policy Briefing Paper

Due: **Wed. Week Eight 11:59pm (AEST)**

Weighting: **25%**

For this assessment, students are required to write a 1,000 word policy briefing paper that could be submitted to either local, state or federal institutions or government bodies. In order to write this briefing paper, they must select one specific issue or case study that we have discussed so far in the unit. Then, students must prepare a scholarly paper that draws on theoretical concepts and cultural studies methodologies in order to critically analyse the issue at stake and offer productive recommendations.

For this task, you may identify a specific issue that we've examined in the unit so far. After identifying a topic, you must then use (a) cultural studies concepts and methodologies, relevant external research and (b) a case study or example in order to perform a well-informed analysis of the issue. In line with the unit's learning outcomes, you must also outline well-researched and ethical recommendations.

For example, you may consider writing a paper for the NT Government on the introduction of paperless arrests. Drawing on the critical theories and concepts we've explored in lectures and readings, you could discuss the policy's potential to lead to criminalisation and/or how it resonates with histories of colonial policing. Or, you could identify a media article that criminalises specific groups and write to the media organisation that produced the piece. Using your understanding of critical concepts such as whiteness and criminalisation, you could discuss the media piece and offer recommendations for future publications. Other topics you could explore include: the NT Intervention, representations of Australian history in the History Syllabus, sensationalism in the media, criminalisation on twitter. We will further discuss the components of policy briefings and scholarly research in selected weekly tutorials.

### **Assessment Criteria:**

Students will be assessed according to the following assessment criteria:

1. Demonstrates a clear and effective grasp of the relevant key concepts and methodologies explored in this unit
2. Demonstrates scholarly research into the issue under review, including engaging with relevant research papers, case studies and resources such as legislation, institutional policies and government procedures.
3. Draws on relevant concepts and research in order to provide a well-informed analysis of the issue under review
4. Deploys cultural literacy and analytical skills in order to put forward well-developed, ethical and responsible recommendations
5. Demonstrates the effective use of writing skills to present the policy briefing paper, including consistent and accurate use of in-text referencing.

**Submission:** Students will submit their Briefing Paper via the Turnitin Link on the unit iLearn Site.

**Special Consideration:** If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via [ask.mq.edu.au](https://ask.mq.edu.au). For more information about the Special Consideration process please [click here](#).

**Late 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.



On successful completion you will be able to:

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

Due: **Wed. Week 13 11:59pm (AEST)**

Weighting: **40%**

Students must write a 2,000 word essay in response to one of the questions listed below. In their answers, students must use the theoretical concepts discussed over the course of the semester in order to develop an well-informed argument that can be demonstrated via analysis of examples or a relevant case study.

### Questions:

1. 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."
2. Discuss the significance of what Irene Watson calls "proper law-full acknowledgements of the sovereignty of Aboriginal peoples."
3. Discuss the key attributes of "invisible whiteness" and ground your discussion in concrete historical and contemporary examples.
4. Discuss the concepts of Aboriginal law, colonial law and *terra nullius* in the context of *Dhakiyarr vs the King*.
5. Discuss the relation between colonial policing and racialised punishment in the context of contemporary Australian culture.
6. 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.

7. 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.
8. 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.
9. Discuss the significance of Aboriginal "life writing" and oral histories in the context of *Auntie Rita* and dominant colonial histories.
10. Discuss the relationship between Indigenous sovereignty and white colonial possession in the context of Australia's policies on refugees and asylum seekers.
11. Stage an in-depth critique of the politics of fear and terror.
12. 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.

### Assessment Criteria:

Students will be assessed according to the following assessment criteria:

1. Demonstrates a clear and effective grasp of the relevant key concepts, arguments and methodologies explored in this unit
2. Demonstrates scholarly and nuanced engagement with cultural studies research in order to address issues of power, cultural difference and social justice concerns
3. Demonstrates critical argumentation skills by drawing on both academic research and their own forensic analysis of a chosen case study or examples in order to materially support and illustrate their argument
4. Effectively addresses the chosen question using relevant scholarly and external texts
5. Demonstrates the effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing

**Submission:** Students will submit the Final Essay via the Turnitin Link on the unit iLearn Site.

**Special Consideration:** If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via [ask.mq.edu.au](mailto:ask.mq.edu.au). For more information about the Special Consideration process please [click here](#).

**Late 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.

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## Delivery and Resources

Students will complete this unit online. At the beginning of the study period, they will find the weekly schedule listed sequentially down the ilearn page from week 1 to week 13. Listed underneath each week, they will find details about the content and a link to the lecture (downloadable PDF document), a link to the unit readings and a link to the weekly activity and discussion forum.

### Unit Lectures:

The lectures in this unit are available as downloadable PDF documents or Echo Lectures. They are written or delivered by cultural studies staff in the Media, Music, Communications and Cultural Studies Department at Macquarie University.

### Unit Readings:

The readings for each week are available via online 'Unit Readings,' a service provided by the [Macquarie University Library](#). A link to the readings is provided in the listing for each week. If you have trouble finding and/or accessing the readings, please search the library's online database and consult your tutor.

### Weekly Activities and Discussion:

At the beginning of each week, your tutor will send an announcement that introduces the weekly topic and highlights any upcoming tasks. Following the announcement, they will also post an activity for you to complete in the weekly listing. These activities are designed to help you develop your understanding of the unit content. They also aim to provide a space to ask questions and interact with your peers.

### The General Discussion Forum:

If you have any general questions about the unit or an assessment, and would like to share them with your peers, please start a conversation in the general discussion forum. This forum is open for everyone to start discussions, share resources and ask questions.

### The Dialogue Module:

This module is available for students who would like to have private conversations with their tutor.

### Planning the study period:

The OUA Weekly Calendar can be used to plan both your assessment tasks and weekly activities. It can be found here: <http://www.open.edu.au/student-admin-and-support/key-dates/weekly-calendars>

## 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

- 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 enable students to analyse and solve problems collaboratively.

### Assessment tasks

- Engagement & Collaboration
- Policy Briefing Paper
- Final 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 outcomes**

- Develop the ability to synthesise and articulate the relations between knowledge and power in the context 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 analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
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- Develop socially active and responsible skills that will enable students to analyse and solve problems collaboratively.

## **Assessment tasks**

- Policy Briefing Paper
- 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 the ability to synthesise and articulate the relations between knowledge and power in the context 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 analytical skills that enable students critically to evaluate institutions of authority in order to disclose such things as institutional racism and other discriminatory practices.
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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.
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## **Assessment tasks**

- Policy Briefing Paper
- 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.
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## Assessment tasks

- Engagement & Collaboration
- Critical Analysis
- Policy Briefing Paper
- 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

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## Assessment tasks

- Engagement & Collaboration
- Critical Analysis
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- 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

- 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.
- 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 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 enable students to analyse and solve problems collaboratively.

### Assessment tasks

- Engagement & Collaboration
- Critical Analysis
- Policy Briefing Paper
- 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**

- 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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## **Assessment tasks**

- Engagement & Collaboration
- Critical Analysis
- Policy Briefing Paper
- 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

- 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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- 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 enable students to analyse and solve problems collaboratively.

## Assessment tasks

- Engagement & Collaboration
- Critical Analysis
- Policy Briefing Paper
- 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

- 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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## **Assessment tasks**

- Engagement & Collaboration
- Critical Analysis
- Policy Briefing Paper
- Final Essay