



# CUL 321

## Racialised Punishment and the Construction of Nation

S1 Day 2019

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

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## General Information

Unit convenor and teaching staff

Chris Müller

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Credit points

3

Prerequisites

39cp at 100 level or above

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.

## 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 enable students to analyse and solve problems.

## General Assessment Information

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. The MMCCS in-session Re-mark Application form can be found here: <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Critical Analysis</u></a>	20%	No	17/3/2019
<a href="#"><u>Policy Briefing Paper</u></a>	30%	No	28/04/2019
<a href="#"><u>Essay</u></a>	50%	No	Week 13 6/6/2019

### Critical Analysis

Due: **17/3/2019**

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 gaps in the research and explores how the research could be extended and adapted for our contemporary context.

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

For further information about the assessment criteria, please see the rubrics and extra resources provided on iLearn. Examples of this assessment task will be discussed in tutorials.

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

**Feedback:** Feedback on this assessment will be provided via grade book and in tutorials.

**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.

This Assessment Task relates to the following 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.
- 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 enable students to analyse and solve problems.

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.
- 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 enable students to analyse and solve problems.

## Policy Briefing Paper

Due: **28/04/2019**

Weighting: **30%**

For this assessment, students are required to write a 1,200 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.

For further information about the assessment criteria, please see the rubrics and extra resources provided on ilearn. Examples of this assessment task will be discussed in tutorials.

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

**Feedback:** Feedback on this assessment will be provided via grade book and in tutorials.

**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](#).

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This Assessment Task relates to the following 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.
- 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 enable students to analyse and solve problems.

On successful completion you will be able to:

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

- Develop socially active and responsible skills that will enable students to analyse and solve problems.

## Essay

Due: **Week 13 6/6/2019**

Weighting: **50%**

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.

**Note:** Students must not use the same case study for both their policy briefing paper and final essay.

### Essay questions:

1. Discuss the ways in which an 'insular imaginary' and related ideas of 'natural' boundaries shape dominant Australian culture and the politics of colonial assimilation and border protection. Your essay should draw on a contemporary case study.
2. Discuss the significance of what Irene Watson calls "proper law-full acknowledgements of the sovereignty of Aboriginal peoples."
3. Drawing on a contemporary or historical case study, discuss how the legacy of the colonial notion of "the 'authentic' Aboriginie" (Ian Anderson) shapes discussions of the sovereignty of Aboriginal peoples.
4. How do key attributes of "invisible whiteness" shape current debates around the sovereignty of Aboriginal peoples **or** racialised punishment.
5. Discuss the relationship of state power and concepts of Aboriginal law and *terra nullius* in the context of a contemporary case study.
6. How does colonial policing shape racialised punishment? Discuss in the context of contemporary Australian incarceration.
7. Drawing on a contemporary case study, discuss the wider function of race in the 'ideological construction of crime' (Angela Davis). Discuss in the context of contemporary racial profiling, policing and crime in Australia.
8. Discuss the ways in which Australian national identity intersects with the camp as a place of quarantine, internment and punishment of targeted groups.
9. Discuss the wider significance of ethnic architecture in Australia and how it intersects with suburban space as a site of cultural politics. Your discussion should draw on a contemporary case study.
10. What is the significance of Aboriginal "life writing" and oral histories and how do they challenge dominant modes of historiography? Discuss the cultural politics of memory in the



context of *Auntie Rita* and dominant colonial histories.

11. Discuss the intersections between Australia's policies on refugees and asylum seekers, colonial possession and the question of Indigenous sovereignty.

12. In what ways do the politics of fear and terror shape the construction of national identity? Discuss in the context of a contemporary case study.

13. 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.

**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

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

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- Develop socially active and responsible skills that will enable students to analyse and solve problems.

## Delivery and Resources

### Unit Delivery and Attendance:

In this unit, you are expected to attend and engage with your peers in the lectures and tutorials. As this unit is designed to equip you with both the critical knowledge and the ethical, analytical and argumentation skills necessary to engage with contentious social justice issues (see the Learning Outcomes), you will get the most out of this unit if you complete the readings,

share your knowledge in lecture and tutorial discussions and learn from your peers. We will also be discussing feedback and assessment information in the tutorials.

### Lectures and tutorials will begin in week one.

Echo recordings of the lectures will be available on iLearn. Each week, students will also be required to complete the set readings and relate them to the lecture material before attending the tutorials. All students are expected to contribute to group 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.

### Required Texts:

The CUL321 Unit readings are all available via i-share and unit readings on ilearn. Please see the schedule below for the list of readings.

### 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: Currunga 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' -- 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.boderlandsejournal.adelaide.edu.au/vol1no1\\_2002/perera.html](http://www.boderlandsejournal.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 Sovereignities: 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

### Week One: Introduction

This week we're going to begin exploring the political, legal and cultural forces that shape the Australian nation-state. In particular, we're going to unpack some of the key concepts that will orient our studies throughout the unit. We're going to ask: what is a nation-state? What is sovereignty? What does terra nullius mean?

Our lecture and tutorials begin this week.

#### Readings:

- Birch, Tony (2007) "The invisible fire." Indigenous Sovereignty, history and responsibility,' in A Moreton-Robinson (ed.), *Sovereign Subjects: Indigenous Sovereignty Matters*, Allen & Unwin, Crows Nest, pp. 105-117
- Perera, Suvendrini (2009) 'Girt by Sea,' *Australia and the Insular Imagination*, Palgrave Macmillian, New York, pp. 15-32

### Week Two: Contested Histories and Aboriginal Sovereignties

This week we're going to continue exploring the contested foundations of the Australian nation-state. Building on the understanding of the nation that we've developed so far, we're going to draw on Indigenous counter-histories in order to question dominant historical narratives that suggest this continent was lawfully 'discovered' and 'settled' by English colonists. We'll also use examples, like headlines from the Daily Telegraph, in order to discuss the ways in which historical narratives and representations are policed and regulated.

#### Readings:

- Anderson, Ian (1993) 'Reclaiming Tru-ger-nan-ner: De-colonising the symbol,' *Art Monthly Australia*, Vol. 66, pp. 10-14
- Watson, Irene (2007) 'Aboriginal Sovereignties: Past, Present and the Future (Im)Possibilities', in S Perera (ed.), *Our Patch: Enacting Australian Sovereignty Post 2001*, Network Books, Perth pp. 23-43.

### Week Three: Whiteness

This week we're going to continue exploring the way race shapes the Australian nation-state. Building on our understanding of the nation's contested histories, we're going to turn a critical lens on a topic that is often evaded and silenced: whiteness. We're going to ask questions such as: What are the key attributes of whiteness? Is it rendered invisible? If so, how? What does Frankeberg mean by the "colour and power evasiveness" of whiteness? How does, according to Frankenberg, whiteness normalise race privilege?

#### Readings:

- Moreton-Robinson, Aileen (2010), 'Whiteness, Epistemology and Indigenous

Representation' in A Moreton-Robinson (ed.), *Whitening Race: Essays in Social and Cultural Criticism*, Aboriginal Studies Press, Canberra, pp. 75-88

- Frankenberg, Ruth (1993) 'Thinking Through Race,' *White Women, Race Matters: The Social Construction of Whiteness*, University of Minnesota Press, Minneapolis, pp. 137-190

#### **Week Four: The Racialisation of Punishment**

This week we're going to draw on what we've learnt about Australia's contested histories and regime of whiteness in order to identify how our laws, policing strategies and infrastructure both target racialised subjects and exclude them from the body of the nation. Drawing on contemporary case studies, we're going to ask questions such as: How does the history of colonial policing fundamentally inform contemporary relations between Aboriginal people and the law? What is the relation between race and the punishment industry? What is the prison industrial complex?

Readings:

- Cunneen, Chris (2001) 'The Nature of Colonial Policing,' *Conflict, Politics and Crime: Aboriginal Communities and the Police*, Allen and Unwin, Crows Nest, pp. 46-79
- Davis, Angela (1998) 'Race and criminalization: Black Americans and the punishment industry,' in J Joy (ed), *Angela Y. Davis Reader*, Malden, Blackwell, pp. 61-73
- Davis, Angela (2003) 'The Prison Industrial Complex,' *Are Prisons Obsolete?*, Seven Stories Press, New York, pp. 84-104

#### **Week Five: Colonial Law and the NT Intervention**

This week we're going to explore how the doctrine of terra nullius shapes the Australian nation-state. Drawing on the work of scholars from critical race and whiteness and critical legal studies, we're going to track how this legal fiction continues to operate within contemporary laws, media representations and political discourses. We're going to ask: How does colonial law operate in policies such as the Northern Territory Intervention to reproduce white sovereignty?

Readings:

- Watson, Irene (2002), 'Buried Alive', *Law and Critique*, Vol. 13, pp. 253-69.
- Kunnoth-Monks, Rosalie (2015), 'Reflections on the Intervention: Quotes made between 2012 and 2014,' in R Scott and A Heiss (eds.), *The Intervention: An Anthology*, Griffin Press, Australia, pp. 14-26

#### **Week Six: The Racialisation of Crime and Cultural Panics**

This week we're going to extend our study of the ways whiteness, colonial law and racialised punishment work within the context of the Australian nation-state. Using contemporary case



studies, we're going to question why the nation's states and territories use the descriptor 'of Middle Eastern Appearance' in contemporary policing. We'll argue that this problematic descriptor has the potential to trigger cultural panics that have both material and symbolic effects. We'll ask: What is problematic about the ethnic descriptor "of Middle Eastern appearance" as used by both the police and the media? How do the government and the media play into the construction of cultural panics about "ethnic crime" and "ethnic gangs?" What is at stake in the use of "ethnic" descriptors when discussing crime and criminal behaviour?

Readings:

- Pointing, S, Noble, G, Tabar, P & Collins, J (2004) 'The Arab Other.' Bin Laden in the Suburbs: Criminalising the Arab Other', Sydney Institute Criminology Series Sydney, pp. 11-51
- Hussein, S, Poynting, S (2017) 'We're Not Multicultural, but...' Journal of Intercultural Studies, vol. 38, no. 3, pp. 333-348

### **Week Seven: Assessment Workshop Week**

This week we're going to consolidate what we've learnt so far and begin preparing you for the remainder of the unit. In the lecture this week, we're going to recap key theories, provide feedback on the first assessment and discuss your next two assessments. In the tutorials, we're going to workshop your assessments.

### **Week Eight: The Camp and Histories of Internment**

This week we're going to track how camps, missions and reserves have been mobilised since white invasion in order to exclude racialised bodies from the corpus of the nation. In particular, we're going to explore how these carceral spaces have been used to not only discipline, control and punish targeted subjects; they have also been used to define the nation-state, seize sovereignty and assert borders. We're going to ask questions such as: how does the camp construct the nation, its aliens and its borders?

Readings for this Topic:

- Perera, Suvendrini (2002) "What is a camp...? Borderlands e-journal, Vol. 1. No. 1, available at: [http://www.borderlands.net.au/vol1no1\\_2002/perera\\_camp.html](http://www.borderlands.net.au/vol1no1_2002/perera_camp.html)
- Palombo, Lara (2007) 'Whose Turn is it? White Diasporic and Transnational Practices and the Necropolitics of the Plantation and Internment Camps' available at: <http://www.acrawsa.org.au/files/ejournalfiles/66LaraPalombo.pdf>

### **Week Nine: The Politics of Suburban Space and Architecture**

This week we're going to explore the cultural politics of our everyday built environment, including the construction of our schools, offices, homes and institutions. We're going to ask: what is at stake in the construction of our built environment and the policies that govern some choices we make about it - such as the colour of your house, size of your fence and use of your front yard? Does our built environment and the policies that serve to protect 'heritage' buildings reproduce

colonial relations of power? What is the relation between migrant architecture, hegemonic concepts of nation/identity and abjection? How is the suburban backyard a site of resistance and a refuge against assimilation ideologies? What is the significance of locating migrant heritage within an Indigenous context?

Readings:

- Lozanovska, M (1994), 'The Migrant House in Multicultural Australia,' in L Johnson (ed.), *Suburban Dreaming: An Interdisciplinary Approach to Australian Cities*, Deakin University Press, Geelong, pp. 193-207
- Pugliese, J (2002), 'Migrant Heritage in an Indigenous Context: For a Decolonising Migrant Historiography,' *Journal of Intercultural Studies*, Vol. 23, pp. 5-8

### **Week Ten: "Fighting With Our Tongues"**

This week we're going to explore Indigenous life writings that bare testimony to Indigenous people's long history of creative resistance against colonialism. In particular, we're going to map the ways that Indigenous life writings contest both dominant representations of white Australia's history and the objectifying accounts of Indigenous people produced by anthropologists and ethnographers. We're going to ask: why is the oral history genre important in this context? What is the relationship between "life writing" and dominant histories as dramatised in *Auntie Rita* and as discussed by Moreton-Robinson? What are the tactics of resistance against colonial power as articulated by both Huggins and Moreton-Robinson?

Readings:

- Huggins, J (1998), 'Auntie Rita's File,' in *Sister Girl: The Writings of Aboriginal Activist and Historian*, University of Queensland Press, St. Lucia, pp. 131-134
- Moreton-Robinson, A (2000), 'Tellin' it Straight: Self-Presentation within Indigenous Women's Life Writings,' *Talkin' Up to the White Woman: Aboriginal Women and Feminism*, University of Queensland Press, St Lucia, pp. 1-31

### **Week Eleven: At the Border - Australia's Refugees and Asylum Seekers**

This week we're going to extend our study of race, whiteness, sovereignty and racialised punishment a step further in order to examine what happens at Australia's border. In particular, we're going to examine the ways in which institutions of the law and politics are not only complicit but also instrumental in producing serial violence against refugees. We're going to put the law and policy under the spotlight in order to ask: can we trace fear of 'alien invasions' back to white Australia's foundation? How does the mandatory imprisonment of refugees and asylum seekers contravene Human Rights (as outlined by UN charters)? How does the law construct and maintain a regime of penal asylum for refugees and asylum seekers? What is the relationship between Indigenous sovereignty, white colonial possession and Australia's refugee crisis?

Readings:

- Pugliese, J 2011 'The Reckoning of Possibles: Asylum Seekers, Justice and the Indigenisation of the Levinasian Third,' *The Australian Feminist Law Journal*, Vol. 34, pp. 23-42

Giannacopoulos, M (2005), Tampa: Violence at the border,' *Social Semiotics*, Vol. 15, pp. 29-42

## **Week Twelve: The Politics of Fear & Terror**

Over the course of this unit, we've mapped a genealogy of historical incidents and moments of racialised violence that are generative of what we could call 'terror.' This week we're going to draw together what we've learnt about race, whiteness, racialised punishment and cultural panics in order to critique the contemporary cultural politics of terror and terrorism at both a national and international level. We're going to ask: What is at stake in the government and media fostering of a politics of fear and terror? Why must the concept of "terrorism" be thought outside of eurocentric discourses? What needs to be done in order to begin to dismantle regimes of fear and terror?

Readings:

- Perera, Suvendrini (2006) 'Race Terror, Sydney, December 2005,' in *Borderlands e-journal*, Vol. 5, no. 1, [http://www.borderlands.net.au/vol5no1\\_2006/perera\\_raceterror.htm](http://www.borderlands.net.au/vol5no1_2006/perera_raceterror.htm)

## **Policies and Procedures**

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](#)

[s://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)).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- 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 enable students to analyse and solve problems.

### Assessment tasks

- Critical Analysis
- Policy Briefing Paper
- 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**

- 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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- 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.

## **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper
- 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**

- 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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- 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**

- Critical Analysis
- Policy Briefing Paper
- 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.
- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
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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 enable students to analyse and solve problems.

## **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper
- 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.
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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.



- Develop socially active and responsible skills that will enable students to analyse and solve problems.

## **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper
- 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.
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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.

## **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper

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

### Assessment tasks

- Critical Analysis
- Policy Briefing Paper
- 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.
- Develop the ability to synthesise and articulate the relations between knowledge and power in the context of nation.
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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.
- Develop socially active and responsible skills that will enable students to analyse and solve problems.

### **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper
- 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.
- 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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- 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.

## **Assessment tasks**

- Critical Analysis
- Policy Briefing Paper
- Essay