



# POL 201

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

S2 Day 2019

*Dept of Modern History, Politics & International Relations*

### Contents

<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>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8
<u>Changes from Previous Offering</u>	12

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

Amira Aftab

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TBC

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

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

## 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:

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

political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)

C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)

D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)

E. To be able to assess the extent that the media and new economic technologies impact – if at all – on the reproduction of existing social relations (1, 2, 3, 6, 7, 8)

F. To have the capacity to determine how much interplay there is between discourse, ideology, structures and agency in shaping the makeup of Australian society in terms of race, nation, class and gender (1, 2, 3, 6, 7, 8, 9)

## General Assessment Information

### *Late Assessment Penalty*

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Ongoing
<u>Take-Home Exam</u>	20%	No	15 September 11.59pm
<u>Online Quizzes</u>	20%	No	Ongoing
<u>Major Essay</u>	50%	No	Week 11

### Participation

Due: **Ongoing**

Weighting: **10%**

Tutorial topics will follow one week after lectures. The emphasis in tutorials will be on group discussion (advancing and defending arguments orally), exploration of current issues, and

practical exercises. The tutorials provide an opportunity to make connections between the broad principles and theories covered in lectures and contemporary political issues and events.

Tutorials provide the opportunity to ask questions about things you do not understand and challenge things with which you do not agree. In preparation for each tutorial you are expected to read as widely as possible and to keep abreast of current affairs in order to contribute meaningfully to weekly discussions.

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

On successful completion you will be able to:

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

## Take-Home Exam

Due: **15 September 11.59pm**

Weighting: **20%**

This take-home exam is designed to test students' knowledge of the content from the first half of the semester. Answers will be submitted via turnitin. More details to come once the semester starts.

On successful completion you will be able to:

- B. To have an appreciation of the limited, contingent, and transient nature of Australian political institutions, and to be able to articulate these effectively, in verbal and written format (1, 2, 5, 6, 7, 8)
- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)

## Online Quizzes

Due: **Ongoing**

Weighting: **20%**

There will be 4 quizzes worth 5% each (total 20%) throughout the semester. They will be based

on material covered in the key readings and lectures. More information about the quizzes will be posted to iLearn and provided at the lecture in Week 1.

On successful completion you will be able to:

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

## Major Essay

Due: **Week 11**

Weighting: **50%**

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

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

The Harvard referencing system is required.

On successful completion you will be able to:

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

Australian nationhood (1, 2, 6, 7, 8, 9)

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

## Delivery and Resources

### Resources

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

### **Delivery:**

For lecture times and classrooms please consult the MQ Timetable website:

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

**Internal students** are expected to attend a weekly 2hr lecture ,and one of the 1hr tutorials that follows.

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

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

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

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

#### Assessment task

- Major Essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

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

#### Assessment tasks

- Participation
- Online Quizzes

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships



with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment task**

- Major Essay

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Participation
- Take-Home Exam
- Online Quizzes
- Major Essay

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

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

- Participation
- Online Quizzes
- Major Essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

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

### Assessment task

- Major Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- A. To have the ability to peer below the surface feature of Australian politics and its discourse to identify the underlying inequalities at play (1, 2, 6, 7, 8)
- C. To understand and identify linkages between, for example, class and race and Australian nationhood (1, 2, 6, 7, 8, 9)

- D. To be able to critically analyse Australian politics and assess the degree to which it reinforces and normalises inequality (1, 2, 4, 6, 7, 8)
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## **Assessment tasks**

- Participation
- Take-Home Exam

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Assessment task**

- Participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Assessment tasks**

- Participation
- Online Quizzes
- Major Essay

## **Changes from Previous Offering**

In-lecture quizzes are now 4 x online quizzes for both internal and external students