

BOSTON UNIVERSITY SYDNEY INTERNSHIP PROGRAM
AN 368: Australian Culture and Society

Course Details.

Overview.

This course aims to provide a thorough introduction to Australia thereby enabling a student to progress along a continuum of knowledge and experiences so that they can:

- (1) form a basic understanding and a familiarity with Australian culture;
- (2) proceed to a deeper level of informed comparative analysis of the differences and similarities between Australia and their own culture;
- (3) ultimately experience a sense of cultural immersion which draws on the relationships between the academic program, the internship experience and daily interactions that occur while the student is living, working and studying in Australia.

For the purposes of AN368 these aims are met through a range of academic experiences including lectures, seminars, field trips, undertaking an ethnographic study and producing a substantive research paper on an aspect of Australian culture. The material covered in the course includes historical, geographical, political, economic and socio-cultural perspectives.

There is a major focus on Australia's global and national development as a multicultural nation with European roots, traditional western alliances and a growing involvement in the Asia-Pacific region. The themes of continuity and change in relation to the Aboriginal population are looked at in some detail. Other major issues to be covered include the following:

- Australia's immigration and refugee policies
- the future of the historical relationship with the British monarchy and the possibility of eventually becoming a republic
- the forging of closer economic and political ties with Asian nations
- Australia's strategic relationship with the US with a particular focus on the war against terror and the conflict in Iraq
- the ongoing and contested development of a distinctive Australian culture and identity
- the impacts, both positive and negative, of Australia's involvement in the process of globalisation.

Attendance at all classes is mandatory.

Any absence for medical or other reasons must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence.

Lectures.

The lectures will generally be two to three hours in duration. There will be opportunities for questions either throughout the lecture or in time set aside at the end. The module lecturers will indicate which of these approaches, or combination of approaches, they prefer. **All core lectures will be held in Main Quadrangle Lecture Theatres at the University of Sydney.** Module lectures will be held at the Boston University Sydney Centre.

Modules.

Three modules will be offered in weeks 3 and 4. A brief description of each module appears below:

A. Aboriginal Australia (Various) - The indigenous people of Australia, most commonly known as the Aboriginal people, are arguably the world's longest continuing civilization. Western pre-historians and archaeologists now date Aboriginal occupation of the continent back to more than 50,000 years ago. In Aboriginal cosmology this is a somewhat irrelevant detail. What matters to these people is their connection to the land and the way that this relationship has shaped their existence. This module will examine the most important elements of Aboriginal culture both in traditional and contemporary settings. The central theme will involve looking at how aboriginality has managed to survive just over 200 years of European contact by balancing the need for continuity and the impact of change. Field trips will examine aboriginal culture in particular settings with the aid of aboriginal guides.

*See Readings 1,2,9,10,11,12,13,14,34 and 35 (some additional readings will be provided)

B. Australian Sporting Traditions - Australia as a sporting nation punches well above its weight in a wide variety of sporting pursuits. It is one of only two countries to attend all of the Modern Olympic Games (the other being Greece). It has been 5th or better on the Olympic Medal tables for the last decade and has won recent World and Olympic Championships in Cricket, Field Hockey, Rowing, Rugby, Swimming, Water Polo and Women's Basketball. What makes Australia such a "Paradise of Sport" and does the country suffer from being in the grip of "Saturday Afternoon Fever"? The module will look at how this fanatical enthusiasm for sport developed from strong historical antecedents and why it remains so strong today. A particular emphasis will be on how contemporary developments have made sport a big business, regulated increasingly by complex

industrial and legal institutions. Field trips will involve visiting a community sports facility to look at a unique Australian sporting pastime.

*See Readings 38 and 39 (extensive additional readings will be provided)

C. Australian Cultural Transmissions – Australia began its existence as a European nation as very much a “Child of the Empire”. However as an immigrant nation it has played host to a vast array of cultural influences that have gradually worn down and re-defined the country’s Anglo-conformist traditions. The Irish were the first group to challenge the dominant culture and they have been followed by many other significant groups such as the Chinese, Italians and Germans who have added to Australia’s developing sense of ethnic diversity. The development of a multicultural society has recently been somewhat overshadowed by the new politics of globalization that has seen specific cross-cultural influences through the spread of media and communications dominating. In this case the power of ethnicity has given way to the idea of “hybrid” expressions of national identity. This module examines both these old and new forms of cultural transmission and their respective impacts on Australian culture. Field trips will involve examining particular ethnic neighbourhoods.

* See Readings 7,8,15,18,19,28,29,30,31,32,36 and 40 (some additional readings will be provided)

Assessment.

Quiz

The quiz will be an objective knowledge test on the historical readings assigned in weeks one and two and the “Hyde Park Barracks” and “Indigenous Australians” exhibits. It is an open book exercise.

Presentation Seminars (Week 4).

In the module seminars students will be required to participate in class exercises involving a group task and presentation. Groups will consist of approximately 4 to 5 students. **All presentations will be held at the Boston University Sydney Centre.**

Presentation topics will be distributed at the beginning of week 3 of the course. You will have the opportunity to sign-up at that time.

Essay

The essay should be approximately 1500 to 2000 words in length and must be based on one of the areas covered in the modules. A list of appropriate topics will be distributed in the second week of classes. **Standard academic conventions must be used with all references cited whenever they are used in the text. A bibliography should be included. Style guidelines are**

available (see the noticeboard) if required but the utility and consistent application of the method employed is the main concern. Under no circumstances can work for another course be submitted for this course.

Field Study

Details of this task will be provided in class during Week 2.

Final Examination

The Exam will be open-book and will consist of two essay questions - one compulsory and the other to be chosen by the student.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean".

Late Work.

In general there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (eg. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Weighting.

The course assessment is weighted as follows:

Quiz	10
Seminar Presentation	
10	
Field Study	30
Essay	30
Final Examination	20

Course Lecturers.

Mr Mark Connellan (MC) :

In recent years, in addition to being Director of the BU Sydney Program, Mark has been a part-time Lecturer in Social and Policy Studies in Education at the University of Sydney. He has also lectured in Sport, Leisure and Youth Policy and as a guest lecturer in Gender Studies also at the University of Sydney. His research interests include identity politics, youth cultures and studies in gender/masculinity. Mark is also Co-chair of the Olympic Studies Group at the University of Sydney and a recent Executive Vice-President of Sydney University Sport.

Dr. Tom Hickie (TH):

Part-time lecturer in Law, General Education and Olympic Studies at the University of New South Wales and currently a practising Barrister-at-Law. Tom is a widely-published historian with a continuing research interest in sports history. He is also the ultimate Melbourne enthusiast.

Dr. Anthony Hughes (AH):

Anthony Hughes has been a lecturer at the School of History at the University of New South Wales for a number of years. He has written widely in the area of social and cultural history – particularly in the arena of sport and including work on the Jewish community in Australia. For several years Dr Hughes edited and produced articles on cultural and historical issues for the Irish Echo. He is working on *Palestine, Israel, The IOC and Geopolitics of the Middle East 1933 to 1972*, due for completion at the end of 2007. It is based on research he undertook at the IOC archives in Lausanne. Dr Hughes was born in Ireland and migrated to Australia with his family in 1970. He has been a member of the Chair for Modern Irish Studies Committee at UNSW since its inception and was Executive Officer of the UNSW Centre for Olympic Studies from 1996 until its closure in 2004.

Faculty contacts.

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Readings.

In general there will be one or more set readings for the whole class for each tutorial and lecture. From time to time additional readings will be distributed in the week preceding the relevant class. Every attempt is made to provide a balanced treatment of the subject matter through the provision of readings that approach each issue or topic from particular methodological and disciplinary perspectives. Check the Program Overview for relevant readings for each class.

Lecture topics and set readings (numbers relate to the Course Reader):

Lecture Two –“Mapping Australia”

Prescribed:

Reading One: Mulvaney, J., and Kamminga, J., *Prehistory of Australia*, Allen and Unwin, Sydney, 1998, Chapter 10 “The Original Australians”.

Reading Two: Hinkson, M., *Aboriginal Sydney*, Aboriginal Studies Press, Canberra, 2001, Introduction, “Seeing the Past in the Present”.

Reading Six: Flannery, T., *The Explorers*, Text Publishing, Melbourne, 1998, Introduction and select documents.

Lecture Three,-“Colonial Traditions”

Prescribed:

Reading Three: Hughes R., *The Fatal Shore* , Collins ,Harvill, London, 1987. Chapter 1, “The Harbor and the Exiles”.

Reading Four:White R., *Inventing Australia 1688-1980*. Allen and Unwin, Sydney, 1981, Chapter 2, “Hell Upon Earth”.

Lecture Four –“New Nationhood”

Prescribed:

Reading Five:White R., (Op. Cit.), Chapter 3, “A Workingman’s Paradise?”.

Reading Seven:White R., “Inventing Australia” in Carter D. and Whitlock G., (eds.), *Images of Australia*. University of Queensland Press, Brisbane, 1992.

Reading Eight:White R., (Op. Cit.), Chapter 10, “Everyman and his Holden”.

Lecture Five –“Australianness”

Prescribed:

Reading Sixteen: Turner, G., "Australian Film and National Identity in the 1990s" in Stokes,G., *The Politics of Identity in Australia*, CUP, Cambridge,1997.

Reading Seventeen: Willis, Anne Marie, "Nation as Landscape" in *Illusions of Identity: The Art of a Nation.*, Hale and Iremonger, Sydney, 1993.

Additional:

Reading Fifteen: Jupp J., "Identity" in Nile R., *Australian Civilisation* , Oxford University Press, Melbourne 1994.

Reading Eighteen: Britain, I., *Once an Australian*, OUP, Melbourne, 1998, Chapter 1 "Word Children".

Reading Nineteen: Britain, I., (Op. Cit.), Chapter 6 "After-word".

Lecture Six -"Gender in Australia "

Prescribed:

Reading Twenty-One: Murrie, L. "Australian Legend and Australian Men" in Nile, R., *The Australian Legend and Its Discontents*, UQP, Brisbane.

Reading Twenty-Four: Reynolds M., "Women" in Nile R., *Australian Civilisation*, OUP, Melbourne, 1994.

Reading Twenty-Seven: Reynolds, R., "The Search for Certainty" in *From Camp to Queer: Remaking the Australian Homosexual*, Melbourne University Press, Melbourne, 2002.

Additional:

Reading Twenty: Robinson,P., "Women Convicts" in Hawthorne, S. and Klein, R., (eds.) *Australia for Women.* , Spinifex Press, Melbourne, 1994

Reading Twenty-Two: Lake,M., "Frontier Feminism", in Nile R., (Op. Cit.)

Reading Twenty-Three: Lake,M., "The Politics of Respectability: Identifying the Masculinist Context' in *Historical Studies*, Vol. 22 No.36: April 1986.

Reading Twenty-Five: Summers, A., *Damned Whores and God's Police*, Penguin, Australia, 1994, Chapter 14 "Letter to the next Generation".

Reading Twenty-Six: Altman,D., "Homosexuality" in Nile,R., (Op. Cit.)

Lecture Seven -"Australia and the World "

Prescribed:

Reading Twenty-Eight: Jupp, J. *From White Australia to Woomera: The Story of Australian Immigration*, Cambridge University Press, Cambridge, 2002. Chapter One "Creating an Immigrant Society".

Reading Twenty-Nine: Jupp, J. (op. Cit.) Chapter Two "From Assimilation to a Multicultural society, 1972-2002."

Additional:

Reading Thirty: Jayasuriya, L. and Pookong, K., *The Asianisation of Australia?*, MUP, Melbourne, 1999. Chapter 1 "Asian Immigration: An Overview.

Reading Thirty-One: Bell,P., and Bell,R., (eds.) *Americanization and Australia*, UNSW Press, Sydney, 1998, Introduction, "The Dilemmas of 'Americanization'"

Reading Thirty-Two: Bell,P., and Bell,R., *Implicated: The United States in Australia*, OUP, Melbourne, 1993. "Conclusion: Australia Negotiated."

Lecture Eight – "Mammon or Millennial Eden? "

Prescribed:

Reading Thirty-Three: Terrill,R., (Op. Cit.) Chapter One "Australia on the move".

Additional:

Reading Thirty-Four: Reynolds,H., "The Wik Debate, Human Rights and Australia's International Obligations", Chapter 2 in Nile,R., and Peterson,M., *Becoming Australia: The Woodford Forum*, UQP, Brisbane, 1998.

Reading Thirty-Five: Tickner, R., (Op. Cit.), Chapter 16, "Does Reconciliation stand a chance?".

Reading Thirty-Six: Jupp,J., (Op. Cit.) Chapter 10 "Refugees and Asylum Seekers".

Reading Thirty-Seven: Broinowski, A., " Why Did Australia Go to War?" Chapter 1 in *Howard's War*, Scribe, Carlton North, Vic., 2003.