

Composite Course Syllabus:  
**Course Number and Title:** CAS AN368 Australian Culture & Society

**Instructor/s Name/s:** David Holmes B.A.(Hons) Ph.D. (in progress); M.A., Mark Connellan, M.Ed. (Hons) Ph.D. (in progress).

**Course Dates:** Spring Semester, Fall Semester, Summer, ongoing

**Office Location:** BU Sydney Programs, Australia, a division of BU Study Abroad

**Course Time:** AN368 Course runs intensively over 6 weeks 3 nights per week plus field trips and an extended 4 day Field Trip to Melbourne in Week 5; students preselect module options for classes in weeks 3 and 4. Only one module is selected by each student (and the STEM module is preselected by Engineering students only).

**The total hours of this course are 50 hours plus a final exam.**

**Location:** Classrooms, BU Sydney Academic Centre, Sydney, Australia, and one out of classroom field trips in Sydney, another long field trip in Melbourne.

**Course Credits:** 4 BU credits and 3 BU Hub units (Historical Consciousness, The Individual in Community, and Research & Information Literacy).

**Contact Information:** [markcon@bu.edu](mailto:markcon@bu.edu) and [daveholmes2000@gmail.com](mailto:daveholmes2000@gmail.com)

**Office Hours:** by appointment

**Principal Lecturers:** David Holmes and Mark Connellan

**Module Lecturers:** Anthony Hughes Ph.D., Peter Barnes (Ph.D. in progress), Jenny Newman (Ph.D. in progress), David Holmes (Ph.D. in progress), Julianna Kadar (PhD in progress).

**Guest Lecturers:** Andrew Mack Ph.D.

**Tutors:** David Holmes, Mark Connellan, Charlotte Greene, M.A (International Studies, Information and Knowledge Management); Ph.D.

**Question-driven Course Description:**

This course has a major focus on Australia's global and national development as a multicultural nation with European roots, traditional western alliances and an imagined future in the Asia-Pacific region. The themes of continuity and change in relation to the Aboriginal population are explored in some detail.

Through a combination of experiential learning, training in ethnography, and field work, this course enables students to answer pressing questions facing Australia today. These include:

- What is the current position of Australia's indigenous population and what does the future hold for them?
- How does Australia deal with its immigrants and refugees?
- What is the historical relationship with the British Monarchy and when will Australia become a republic?
- How has Australia sought to forge closer economic and political ties with Asian nations?
- What is Australia's strategic relationship with the US; has there been too much focus on the war against terror and the ongoing conflicts in the Middle East?
- Why has Australia struggled to form a distinctive cultural identity?
- What are the positives and negatives of Australia's legacy from the GFC, and does our increased economic reliance on China threaten to produce uneven outcomes due to our reliance on the commodities boom?

Students will answer the above questions through attending a series of lectures, participating and contributing to discussions in small group tutorials, taking part in field trips in Sydney and Melbourne, undertaking an elective module focus/specialization, and ultimately producing a piece of individually directed ethnographic study, which incorporates research, field work, and interpretation and analysis.

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. and 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.

## Hub Learning Outcomes

**Capacity: Philosophical, Aesthetic, and Historical Interpretation.**

**Area: Historical Consciousness – one unit**

**Learning Outcomes:**

*By completing this course, students will meet the following learning outcomes – and thus earn 1 Hub unit – in the area of **Historical Consciousness**:*

<b>Hub Learning Outcomes:</b>	<b>What this means in our course:</b>
<i>Students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.</i>	During the first two weeks of the course, students are required to undertake and analyze readings associated with Australian written and oral histories in preparation for an in-class quiz which examines their knowledge of both particular events (such as?) and the flow of Australian history. This quiz includes some narrative writing on the part of the student. AN368 also includes a module presentation where students include a narrative account of the historical background of their chosen topic. Both these exercises are based on research, which forms evaluative interpretations of the material under consideration (see reading lists in this document). Other extensive opportunities to create historical narratives arise from the student's choice of essay topics and their ethnographic focus as each of these tasks will involve historical background as a significant element. In the major exam the compulsory question will require them to outline the historical dimensions of Australia's development in narrative form. Secondary sources from the reading list, individual research from other materials, interviews and observations undertaken by the student, personal experience and excursions will all inform these narratives.
<i>Students will demonstrate an ability to interpret primary source material (textual, visual, or aural) using a range of interpretive skills and situating the material in its historical and cultural context.</i>	Classes will showcase culture, textual, visual, and aural elements to students, thus prompting them to consider the socio economic and political context in which these historical narratives are formed. Interpretation of these sources is based on the type of material presented, whether it is the written word, a moving image, or a song, each of which reveal their own coded meanings during the class. Students thereby hone their skills in areas such as close reading, whether of word or image, and better listening skills. They engage their critical reception abilities rather being compliant in all they see and hear.
<i>Students will demonstrate knowledge of religious traditions, intellectual paradigms, forms of political organization, or socio-economic forces, and how these have changed over time.</i>	Because AN368 seeks to provide a comprehensive and interdisciplinary overview of Australian Culture and Society, students are, by necessity, required to engage with all areas above and in historical and contemporary contexts. These include Indigenous cultures and religions spanning 60,000 years, the British colonization of the last 200+ years (which spawned the national characteristic of anti-authoritarianism), the advent of free settlement, and the experiences of the frontier and "the tyranny of distance".

*Students in this course will meet the following learning outcomes – and thus earn 1 Hub unit – for the area of **Global Citizenship and Intercultural Literacy***

<b>Hub Learning Outcome:</b>	<b>What this means in our course:</b>
<i>Students will demonstrate detailed understanding of at least two cultural contexts through...study abroad. This will involve reflections on the challenges and pleasures students discover in orienting themselves in new and unfamiliar cultures.</i>	A student will learn how such cultural concepts as the bush legend and mateship evolved from first convict/settler interactions with the long-established indigenous peoples. These early classes guide the students to an understanding of national characteristics such as anti-authoritarianism, irreverence, and the 'tall poppy syndrome' as they were embedded in the early convict and then settlement culture. The merger of indigenous, convict, and immigrant cultures also gave rise to class divides which were long-denied throughout the years leading to Federation when Australia was positioning itself as an egalitarian society. Events in Australia's history are regarded as the ways in which cultural differences from other countries were conceived, impacting upon such areas as feminism, larrikinism, isolation and coastal clustering (reflecting both a cultural cringe and the ability to look out to the wider world), sporting prowess and the ongoing impact on Art and other fields from the longest continuing culture in the world, that of Indigenous Australians. The Gold rush which came directly after US gold fields diminished, also brought the first Chinese to the

	country, adding to the mix of immigrants then pouring in. Students will follow up on this information to trace the beginnings of Australia becoming a part of Asia. Part of the course study involves changes in immigration policy during the 20th century and Australia's evolution as a multicultural society. The course also examines the relationship between Australia and the US, in the context of historical and contemporary events. Students use their detailed understanding from these classes, field trips, and ethnographic study, to interrogate their knowledge of their own culture and reflect on differences. At the conclusion of the course, a student will have achieved a sense of orientation into the wider Australian culture, its society, economics and politics.
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*Students in this course will meet the following learning outcomes – and thus earn 1 Hub unit – for the Hub area of **Research & Information Literacy***

<b>Hub Learning Outcomes:</b>	<b>What this means in our course:</b>
<i>Students will be able to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.</i>	This opportunity will be provided through traditional research experiences. AN368 students will additionally be required to undertake an ethnographic project which involves gathering information from individuals and in public spaces via interview and observation and with the agreement of the subjects as per the ethnographic study guidelines. Ample time in the classroom is spent teaching the fundamentals of the ethnographic research method. In the past, research questions have addressed such topics as the Ned Kelly ‘hero or villain’ debate, which still rages in contemporary society despite it being almost 140 years since it began. Other topics include art in public spaces, the unique place of sport in Melbourne society, and the importance of gold to Melbourne’s evolution (Melbourne was the richest city per capita in the world in 1860).
<i>Students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.</i>	Learning the fundamentals of the ethnographic research method satisfies this criterion as does the initial consultation of “what constitutes an ethnographic study” in a follow-up tutorial called “Melbourne redux”. This takes place the day after the return from the 4-day Melbourne field trip, and along with each student, we examine the viability of topics and questions that the students have formulated as a result of their in-depth field research.

### **Other Outcomes**

#### **AN368 Course Objectives:**

This course has a major focus on Australia’s global and national development as a multicultural nation with European roots, traditional western alliances and an imagined future in the Asia-Pacific region. The themes of continuity and change in relation to the Aboriginal population are explored in some detail. Students can thereby enter Australian society with the background and confidence to analyse and forecast shifts in thinking on contemporary issues. Other major issues students will examine 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 ongoing conflicts in the Middle East.
- the continued debate over the development of a distinctive Australian culture and identity.

- the impacts, both positive and negative, of Australia's legacy from the GFC, and increased economic reliance on China as a consequence of the uneven outcomes of the commodities boom.

Students will be expected to have a working knowledge of all of the above issues, which will form part of written assessment events and also be dominant areas of the final examination.

These objectives satisfy various larger Study Abroad Program and specific Sydney Internship Program, Sydney STEM Program, and Sydney SED, and Sydney Management Internship Program outcomes, under which this course operates; please see below the outcomes for these programs. **It is anticipated that AN368, having approval from the Anthropology Department, School of Arts and Sciences, satisfies Anthropology Majors and Minors.**

**Instructional Format: Lecture, Seminar, Field Trips and Guest Speaker Pedagogy**

**AN368 has 50 hours of classroom lectures and seminars, including out-of-classroom field trips in Sydney, and one long field trip in Melbourne (3 nights and 4 days, this including a minimum of 8 instructional hours).** There is further time spent in Melbourne whereby students undertake independent research for an ethnographic field study. There are also **3 x 1 hour tutorial sessions** per student for another **3 hours of instruction.** **Generally classes run in 3 hour blocks 3 nights per week; there is a variance to this during smaller group classes (modules) when students select a specialist study area (module) from 5 selections for weeks 3 & 4 (the STEM module only being open to Engineering students), although the same format is maintained.**

An overview of each AN368 module appears below (students select one only module):

**A. Aboriginal Australia (Jennifer Newman)** - 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 220 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 1,2,3,17,18,19 and 20 from the list of AN368 readings. (Additional readings will be provided on the Blackboard Learn.) Other required readings appear in the module outlines – see BU Blackboard learn for further details.

**B. Australian Sporting Traditions (David Holmes)** – 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 placed 5<sup>th</sup> or better on the Olympic Medal tables for the decade following Sydney 2000, 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.

\*See Reading 31 from the AN368 Reading List. (Additional readings will be provided on the Blackboard Learn.) Other required readings appear in the module outlines – see BU Blackboard learn for further details.

**C. Australian Cultural Transmissions (Dr. Anthony Hughes)** – 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 neighborhoods.

\* See Readings 27,28,29 and 30 from the AN368 Reading List. (Additional readings will be provided on the Blackboard Learn.) Other required readings appear in the module outlines – see BU Blackboard learn for further details.

**D. (Un)Popular Cultures (Peter Barnes)** - Australia's international and national identity has largely been constructed around popular images of the beach (the bronzed Aussie), the bush (the man from Snowy River), the sporting hero (Don Bradman), and the outback (the pioneer or the noble aboriginal). While there are strong historical reasons for the production of these representations, the images no longer accurately reflect the complexity of contemporary Australia. Since the 1950s Australian

national identity has been influenced by a succession of developments in popular culture, many imported from outside of its national boundaries. This module will examine a number of these movements, analyzing the way in which various youth movements, or subcultures, have appropriated 'foreign' influences to produce new and unexpected expressions of Australian cultural identity. (Un)Popular Cultures will focus on a selection of Australian subcultures – Rockabillys, Yobbos, and Bogans – and a variety of contemporary Australian cultural forms – street art, car culture and popular music. The lecture program will develop a number of concepts to situate and discuss these movements, providing students with an analytical framework with which to describe Sydney's contemporary urban tribes – the Mods, Wogs, Emos, Psychobillies, Skaters, Bra-boys and Drag Kings which will be examined in class presentation and essay assignments.

\* See Readings 13 and 30 (additional readings will be provided on the Blackboard) Other required readings appear in the module outlines – see BU Blackboard learn for further details.

**E. STEM** – The first STEM program in Australia took place in 2006. In 2014, Australia's Chief Scientist introduced a STEM strategy that aimed to provide the science foundations for Australia's future. A decline in investment and cohesive implementation of science foundations in classrooms and universities across the country were factors leading to the development of this strategy. The strategy aims to improve things like Australia's community interest in science and student performance in STEM subjects. Through the principle that science investment is key to future Australian societies, STEM operates to re-instill innovative and creative thinking to all disciplines. While it attempts to achieve this cohesion in the academic and business worlds, the advocates for STEM also recognize the need to address cultural and social issues that hamper the growth of sciences. In the module, we will identify key advocates who have challenged the traditional resource-based economic strategies. These advocates introduced the idea that long-haul investment is necessary for Australia to prosper in the future. We will examine the actions taken by the government to support the STEM strategy as well as the currently shifting discourse surrounding STEM from self-protection to collaborative thinking and what impacts this has on Australian society.

\* Readings will be posted on BU Blackboard Learn.

### **Books and Other Course Materials**

Books and other course materials are provided to students through the BU Sydney library and blackboard learn ([www.learn.bu.edu](http://www.learn.bu.edu)) to which students have been given registered access. BU Learn provides links to online sources and maintains a message board. The BU Sydney library holds a variety of books and DVDs of secondary sources, some on closed reserve which can only be used within the confines of the library but to which all students have access.

The following list of books is used in the general part of AN368; there is a separate and specific list of readings for each module (please see these listed on BU Blackboard Learn). There are also contemporary readings posted from time to time on Blackboard Learn.

#### **Readings for AN368**

The first ten readings are required for weeks one and two; other of these readings are required for module classes as indicated in each module overview, as well as classes in week 6: please see module descriptions.

**Reading One:** Mulvaney, J., and Kamminga, J., 'The Original Australians' in *Prehistory of Australia*, Allen and Unwin, Sydney, 1998.

**Reading Two:** Hinkson, M., 'Seeing the Past in the Present' (introduction), in *Aboriginal Sydney*, Aboriginal Studies Press, Canberra, 2001.

**Reading Three:** Curthoys, A., 'Indigenous Subjects' in Schreuder, D. and Ward, S. (eds), *Australia's Empire*, OUP, New York, 2008.

**Reading Four:** Hughes R., 'The Harbor and the Exiles' (chapter 1), in *The Fatal Shore*, Collins, Harvill, London, 1987.

**Reading Five:** Roberts, D. '26 January 1788: The Arrival of the First Fleet and the 'Foundation of Australia', in Crotty, M. and Roberts, D. (eds.), *Turning Points in Australian History*, UNSW Press, 2009.

**Reading Six:** Karskens, G., 'The Camp, The Canvas' (chapter 3), in *The Colony*, Allen & Unwin, 2009.

**Reading Seven:** White R., 'Hell Upon Earth' (chapter 2), *Inventing Australia 1688-1980*. Allen and Unwin, Sydney, 1981.

**Reading Eight:** White R., (Op. Cit.), 'A Workingman's Paradise?' (chapter 3).

- Reading Nine:** Flannery, T., *The Explorers*, Text Publishing, Melbourne, 1998, (Introduction and select documents).
- Reading Ten:** White R., 'Inventing Australia' in Carter D. and Whitlock G., (eds.), *Images of Australia*, University of Queensland Press, Brisbane, 1992.
- Reading Eleven:** Waterhouse, R. 'Consensus and Conformity: The Fifties and Beyond', in *Private Pleasures, Public Leisure*, Longman, Sydney, 1995.
- Reading Twelve:** Tickner, R., 'The Historical Context: From Massacres to Mabo' (time-line of Events and chapter 1), *Taking a Stand: Land Rights to Reconciliation*, Allen and Unwin, Sydney, 2001.
- Reading Thirteen:** Turner, G., 'Australian Film and National Identity in the 1990s' in Stokes, G., *The Politics of Identity in Australia*, CUP, Cambridge, 1997.
- Reading Fourteen:** Willis, A., 'Nation as Landscape' in *Illusions of Identity: The Art of a Nation*, Hale and Iremonger, Sydney, 1993.
- Reading Fifteen:** Seal, G., 'ANZAC: The Sacred in the Secular', in Paranjape, M. (ed), *Sacred Australia*, Magellan, Melbourne, 2009.
- Reading Sixteen:** Attwood, B., 'To be recognised as a race of people', in *Rights for Aborigines*, Allen and Unwin, Sydney, 2003.
- Reading Seventeen:** Short, D., 'Reconciliation and the Stolen Generation', in *Reconciliation and Colonial Power: Indigenous Rights in Australia*, Ashgate, London, 2008.
- Reading Eighteen:** Gunstone, A., 'Unfinished Business: The Australian reconciliation process from 1991 to 2000', in *History, Politics and Knowledge: Essays in Australian Indigenous Studies*, Australian Scholarly Publishing, Melbourne, 2008.
- Reading Nineteen:** Sanders, W., 'Indigenous affairs after the Howard Decade: Administrative reform and practical reconciliation or defying decolonisation?' in Gunstone, A., (ed), *History, Politics and Knowledge*, Australian Scholarly Publishing, Melbourne, 2008.
- Reading Twenty:** Murrie, L. 'Australian Legend and Australian Men' in Nile, R., *The Australian Legend and Its Discontents*, UQP, Brisbane, 2000.
- Reading Twenty-One:** Lake, M., 'Frontier Feminism' in Nile R., *Australian Civilisation*, OUP, Melbourne, 1994.
- Reading Twenty-Two:** Lake, M., 'The Politics of Respectability: Identifying the Masculinist Context' in *Historical Studies*, Vol. 22, No.36, April 1986.
- Reading Twenty-Three:** Reynolds M., 'Women' in Nile R., *Australian Civilisation*, OUP, Melbourne, 1994.
- Reading Twenty-Four:** Dowsett, G.W. 'Masculinity, (homo)sexuality and contemporary sexual politics', in Tomsen, S. and Donaldson, M., *Male Trouble: Looking at Australian Masculinities*, Melbourne, Pluto Press, 2003.
- Reading Twenty-Five:** Reynolds, R. 'The Search for Certainty' in *From Camp to Queer: Remaking the Australian Homosexual*, Melbourne University Press, Melbourne, 2002.
- Reading Twenty-Six:** Jupp, J. 'Creating an Immigrant Society' (chapter 1) in *From White Australia to Woomera: The Story of Australian Immigration*, Cambridge University Press, Cambridge, 2002.
- Reading Twenty-Seven:** Jupp, J. (Op. Cit.), 'From Assimilation to a Multicultural society, 1972-2002,' (chapter 2).
- Reading Twenty-Eight:** Bell, P., and Bell, R. (eds), *Americanization and Australia*, UNSW Press, Sydney, 1998, Introduction, 'The Dilemmas of "Americanization"'.
- Reading Twenty-Nine:** Burnley, I., 'Diversity and Difference: Immigration and the Multicultural City' in Connell, J., *Sydney: The Emergence of a World City*, Oxford University Press, Melbourne, 2002.
- Reading Thirty:** Stewart, B., Nicholson, M., Smith, A., and Westerbeek, H. (eds), 'Sport and Australian Society' in *Australian Sport: Better by Design?*, New York, Routledge, 2004.
- Reading Thirty-One:** Grey, J., 'From Cold War to Global War on Terror, 1972—' in *A Military History of Australia*, Cambridge University Press, Melbourne, 2008.

**Reading Thirty-Two:** Hartcher, P., 'Brand Rudd' in *To the Bitter End: The dramatic story behind the fall of John Howard and the rise of Kevin Rudd*, Allen and Unwin, Sydney, 2009.

### **Courseware**

[www.bu.edu/learn/AN368](http://www.bu.edu/learn/AN368)

This is an active online link to all materials including the course outline, criteria sheets, due dates of assignments, secondary sources, online links, and announcements. From time to time, there is contemporary material posted on blackboard learn; this will chiefly relate to the latter part of the course. There are also separate documents posted for the purposes of the module classes.

### **Assessment and Grading**

#### **Assessment Weighting**

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

#### **Quiz (end of Week 2)**

The quiz will be an objective knowledge test on the historical readings (1 to 10 inclusive) assigned in weeks one and two. 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 6 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 (which is Module week 1). Students will have the opportunity to sign-up at that time.

#### **Module Essay (Due by 4.00pm on Friday end of week 4)**

The essay should be 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 at the commencement of the third 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 from the library 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.**

#### **Melbourne Field Study (Due not later than 4.00pm Friday week 6)**

Details of this task will be provided in class during Melbourne briefings.

#### **Final Examination. Time tba (Friday week 6)**

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

### **Resources/Support/How to Succeed in This Course:**

**There is the opportunity for students to meet professors face-to-face either ahead of, or following class times; students can also make contact for longer meeting times via email or submit questions via email. There is frequently an AN368 faculty member in the general BU Sydney office during and after office hours.**

**The way to succeed in this course is to keep reading along the time line of required readings. Being prepared for each scheduled class will mean students reap more from lectures, modules, and interactive class discussions. Time**



management is crucial to such success, as is an open and enquiring mind. There is also ample material on the BU Blackboard Learn site for students to expand their contextual knowledge and the BU Sydney library has books and visual material for research. When writing or presenting, it is crucial that students are guided by the Grading Criteria Sheets and Guidelines provided as a means to successful navigation of requirements.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.

#### **Detail of Class Meetings: Date, Topic, Readings Due, Assignments Due.**

#### **CLASS SCHEDULE**

Although the following schedule is intended to be final, it may, from time to time, be necessary to alter it. Should changes be needed, students will be given adequate time to accommodate them. In all such cases, students will be notified individually and a message will be posted on blackboard learn. Any student missing class without verifiable extraordinary reasons will be penalized through grade deduction in fairness to those who do attend. This includes any guest speaker sessions, and field trips. There are also grade penalties for late submission of written work or missing a final examination. Late work attracts a penalty grade deduction of 5% per day of the grade; missing an examination is generally considered as an omission of that grade weighting from the student's overall mark. In both these cases, however, should the student show just cause (illness, extraordinary circumstance) for their late submission or missing of an exam, the Sydney Program Academic Director will give due consideration to their case.

#### **Lecture topics and required readings (numbers relate to the Blackboard Learn list of AN 368 readings):**

##### **WEEK ONE**

##### **Lectures One and Two– “Mapping Australia”**

**Required Reading One:** Mulvaney, J., and Kamminga, J., ‘The Original Australians’ in *Prehistory of Australia*, Allen and Unwin, Sydney, 1998.

**Required Reading Two:** Hinkson, M., ‘Seeing the Past in the Present’ (introduction), in *Aboriginal Sydney*, Aboriginal Studies Press, Canberra, 2001.

**Required Reading Three:** Curthoys, A., ‘Indigenous Subjects’ in Schreuder, D. and Ward, S. (eds), *Australia’s Empire*, OUP, New York, 2008.

**Required Reading Nine:** Flannery, T., *The Explorers*, Text Publishing, Melbourne, 1998, (Introduction and select documents).

##### **Lecture Three–“Colonial Traditions”**

**Required Reading Four:** Hughes R., ‘The Harbor and the Exiles’ (chapter 1), in *The Fatal Shore*, Collins, Harvill, London, 1987.

**Required Reading Five:** Roberts, D. ‘26 January 1788: The Arrival of the First Fleet and the ‘Foundation of Australia’, in Crotty, M. and Roberts, D. (eds.), *Turning Points in Australian History*, UNSW Press, 2009.

**Required Reading Six:** Karskens, G., ‘The Camp, The Canvas’ (chapter 3), in *The Colony*, Allen & Unwin, 2009.

**Required Reading Seven:** White R., ‘Hell Upon Earth’ (chapter 2), *Inventing Australia 1688-1980*. Allen and Unwin, Sydney, 1981.

##### **WEEK TWO**

##### **Lecture Four–“New Nationhood”**

**Required Reading Eight:** White R., (Op. Cit.), ‘A Workingman’s Paradise?’ (chapter 3).

**Required Reading Ten :** White R., (OP. Cit.), ‘Bohemians and the Bush’(chapter 6)

##### **Lecture Five –“Australian-ness”**

**Required Reading Eleven:** Seal, G., 'ANZAC: The Sacred in the Secular', in Paranjape, M. (ed), *Sacred Australia*, Magellan, Melbourne, 2009.

**Required Reading Twelve:** Wilcox, C., 'Australian Military History Doesn't Begin on Gallipoli' in C. Stockings (ed.) *Anzacs Dirty Dozen*, UNSW Press, Sydney, 2012

**Required Reading Thirteen:** Waterhouse, R. 'Consensus and Conformity: The Fifties and Beyond', in *Private Pleasures, Public Leisure*, Longman, Sydney, 1995.

**Required Reading Fourteen:** Tickner, R., 'The Historical Context: From Massacres to Mabo' (time-line of Events and chapter 1), *Taking a Stand: Land Rights to Reconciliation*, Allen and Unwin, Sydney, 2001.

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

**Required Reading Sixteen:** Willis, A., 'Nation as Landscape' in *Illusions of Identity: The Art of a Nation.*, Hale and Iremonger, Sydney, 1993.

#### **Quiz (end of Week 2)**

### **WEEKS 3 AND 4 MODULES IN OPERATION**

Classes for module selections run for 20 hours and a separate schedule will be issued. The areas of Aboriginal Australia, Australian Sporting Traditions, Un-popular Cultures, Cultural Transmissions and STEM are covered during this two-week block. Students have preselected one of these areas and undertake classes as scheduled for the 20 hours of classroom and field trip delivery. Separate reading lists are accessed through BU blackboard learn for each module. Set readings for each module is also published in this document under "Module Descriptions".

#### **Presentation Seminars (Week 4).**

#### **Module Essay (Due by 4.00pm on Friday end of week 4)**

### **WEEK 5 MELBOURNE 3 NIGHT/4 DAY FIELD TRIP**

### **WEEK SIX**

#### **Lecture Six—"Living in Australia"**

Readings to be placed on Blackboard Learn in the week prior to the class.

#### **Lecture Seven—"A Lucky Country?"**

Readings to be placed on Blackboard Learn in the week prior to the class.

Guest Lecturer Dr. Andrew Mack speaks to the current state of economic development and regional connection.

#### **Lecture Eight—"Geography or History?"**

Readings to be placed on Blackboard Learn in the week prior to the class.

#### **Melbourne Field Study (Due not later than 4.00pm Friday week 6)**

#### **Final Examination. Time tba (Friday week 6)**

### **Community of Learning: Class and University Policies**

1. Course members' responsibility for ensuring a positive learning environment (e.g. participation/discussion guidelines).

It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them

more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of the class; there will be a penalty paper of 500 words in length imposed with a focus on the subject matter of the missed class or field trip to be submitted one week after the transgression.

This penalty is in line with any student who is absent from a class. (There is no precedent for this behavioral model thus far on our programs.)

## 2. Attendance & Absences

Attendance at all designated sessions including those with Guest Speakers and field trips (including Sydney historic city tour, Melbourne 4 day/3 night f/t, all module field trips) is expected. There are no optional absences from class sessions. Any student missing class without verifiable extraordinary reasons will be penalized through an additional penalty paper in fairness to those who do attend. This includes any guest speaker sessions, and field trips. The penalty paper will be 500 words in length with a focus on the subject matter of the missed class or field trip and be submitted one week after the transgression.

## 3. Assignment Completion and Late Work

Completion of all reading/viewing/writing tasks is expected. All written work must be submitted in hard copy through the BU Sydney Library by the time set down in the course/module outline. For some assignments, an additional soft copy emailed to professors may be required, as indicated.

Our policy on late submission of work mirrors that of absenteeism in that, unless there is a verifiable extraordinary reason, there is a grade deduction imposed which amounts to 5% of the assignment grade per day.

All written work must be submitted in hard copy with signed cover sheet through the BU Sydney Library by the time set down in the course outline. For some assignments, an additional soft copy emailed to professors may be required.

•All students are required to sit examinations (without exception) but special times and spaces are made available to those students with documented disabilities, and special needs such as Religious Observance, and any other verifiable extraordinary reasons.

BU Sydney Policy adheres to the general BU campus policy of Religious Observance, which would fall under “verifiable extraordinary reasons” as mentioned in various places above.

## 4) Academic Conduct Statement:

All students attending courses under the auspices of BU Sydney must have read BU’s policy on academic honesty and understand the consequences of cheating or plagiarism. Within this course, all submitted written work is expected to be that of the individual and only class exercises are collaborative efforts, as indicated. Please see BU’s Academic Conduct Statement:

<https://www.bu.edu/academics/policies/academic-conduct-code/>

Students on a BU Program are advised that the penalty 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".

## Grading

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	below 60

## GUIDELINES FOR DEVELOPING ETHNOGRAPHIC CONTENT

The following guidelines are provided to help you maximize the benefits to be derived from this exercise.

The paper should be structured around an **introduction** that includes appropriate background materials, **body** of observation/evidence and a **conclusion**.

It should be **2000 words in length** with any supporting documents as appendices.

We are more than happy to consult with you in regard to topic viability, resources or development.

### **Writing an Ethnography:**

The essential elements of an ethnography are as follows:

A **definition** of the topic

This should clearly define the topic and focus of your research,

- The **method/s** employed in collecting data
- **Description** of the locations in which you researched your topic
- An **assessment** of why your topic is important to a broader understanding of the cultural setting (*This section comprises the main body of your paper*).
- Any **interviews, observations** and **background material** to support your findings (*These should be integrated throughout the previous sections*). **A note on interviews:** where possible try to establish whether or not the opinion of the interviewee is **informed**. Perhaps identifying whether the interviewee is a local or a tourist may be pertinent to their background knowledge. If the interviewee is willing to elucidate on their situation, it may give you an indication of the value of their opinion. Something to consider: Do they know more or less than you already do about the topic? Make sure that the interviewee is happy to have their opinions incorporated into your report and give them your guarantee they will remain anonymous.
- Any **conclusions** that can be drawn from your work

## AN368 MODULE RESEARCH ESSAY PROCESS

### STAGE ONE

(formulating your research question)

1. Select a topic; this could be from a list of topics on offer, or a topic you devise with the approval of your lecturer;
2. Identify relevant secondary sources (books / articles/ some creditable online sources such as journals). Check with individual professors about what sources are acceptable.
3. Consider what has been written on the topic. Clue: recent academic works which deal *generally* with your topic provide an *up-to-date account of the research* conducted (usually found in the introduction or a separate chapter which reviews the literature).
4. Identify what needs to be researched (Gaps in research? Previous research unsatisfactory?).
5. Formulate research question
6. Make sure to show your lecturer your question early for feedback and approval.

### STAGE TWO

(collating evidence to answer your *research* question)

1. Identify evidence that will best answer your research question. Consult evidence which is •relevant to answering your research question, and  
•varied so that your argument is more convincing.
2. Conduct your research: interviews (if appropriate); search libraries (BUSAC, Mitchell and State Libraries); State Archives; on-line creditable sources such as journals, media articles, etc., but check what is acceptable with your lecturer. Exercise caution when using any internet sites. Some lecturers will not allow internet sites at all.
3. Organise your evidence into 2-4 groupings for 2000 words; this will mark the sections of your research paper.

### STAGE THREE

(writing up your research findings)

1. Spend time on the 'architecture' of your writing. A well thought-out structure should *always* precede your writing. You wouldn't build anything else without a decent structure *so why should writing be any different?* Put another way, most adults can fill out forms competently but when it comes to writing extended prose they generally struggle because a structure has not been set-up first.
2. Write up your first draft quickly, paying attention to your *argument* and *supporting evidence*.
3. With subsequent drafts pay attention to clarity, grammar, and to ensuring that your argument is clear, concise, consistent and persuasive.
4. Use a recognisable referencing system. Check with individual module lecturers to find out if they have a preference. For instance, some find the 'in-text' method of referencing interrupts the prose and prefer footnotes; whereas others like to see your research source while reading your essay. Whatever referencing system you adopt, much sure that it is a recognised one and that you use it consistently. The BU Library has referencing guidelines.