

# ENGAGING AUSTRALIA

## COURSE DETAILS

**Course Code:** TBD

**Instructor:** Onsite Faculty

**Contact Hours:** 45

**Credits:** 3

**Language of Instruction:** English

**Course Prerequisites:** None

## COURSE DESCRIPTION

This course is designed to give direct-enroll students a comprehensive, multi-disciplinary understanding of the national, regional, and local context in which they are studying. By exploring key issues and debates that are shaping contemporary Australia—and situating them historically—students gain nuanced awareness of the social, cultural, political, and economic currents surrounding them. In so doing, this curricular component supports and enhances students' direct-enroll coursework and opens the possibility of more intentional exploration and engagement with Australia during their time abroad.

In addition to classroom-based teaching and learning, *Engaging Australia* makes extensive use of experiential learning and field study as a means of engaging the content and the host location. Through a series of guest lectures, workshops, and excursions, students are introduced to key issues in identity, place, and belonging, and learn how to discuss how these are experienced and contested in Sydney. Structured self-reflection is another important pedagogical tool that allows students to unpack and understand their academic and lived experience abroad.

The course is embedded in the field of cultural studies and draws on insights from politics, history, environmental studies, anthropology, geography and sociology. Sydney is foregrounded and used as a means in which issues on local, regional and national levels will be explored. The core topics examine the forces shaping contemporary Australia and their historical context, and include:

*Topics include:*

- Engaging (and unpacking) Sydney
- The construction of the nation:
- collision and hybridity of past and present
- Sustainability and the environment

- Power relations: ethnicity, gender, class, and religion
- Contemporary issues in the news
- The Australian culture of education and lessons to be learned from studying abroad
- Sport, music, and culture: the glue that binds us

## **COURSE OBJECTIVES**

A unique aspect of this course is a focus on the multiplicity of ‘authentic voices’ of social, cultural, economic, and political change—frequently conflicting and contradictory—which enhance students’ appreciation of the arbitrary nature of historical change and the creation of the modern. One short paragraph overview.

*Course-specific Student Learning and Development Outcomes (SLDOs) are listed below. CAPA-wide SLDOs, which inform all aspects of your study abroad experience, are listed at the end of the syllabus.*

## **Learning Outcomes**

Through your participation in this course, you:

- Gain a nuanced understanding of the social, cultural, political, and economic context in which they are studying, and the ability to situate it historically.
- Explore and actively engage their local urban environment and position what they see and experience to broader national, regional, and global dynamics.
- Research and discuss current events that impact their local, regional, and national context, and learn how to offer effective comparative analysis with their home location.
- Apply what they are learning to their direct-enroll coursework, and to the greater Australian university and educational context.
- Appreciate and articulate the value of studying abroad to future work and/or post-graduate study.
- Discuss key concepts in belonging and identity.
- Through a blog communicate key differences between Australian and American societies.

## **Developmental Outcomes**

This course contributes to your personal and professional development by allowing you to: demonstrate responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## METHODOLOGY

This course involves a combination of lectures, class discussion and field classes. You are expected to participate actively in all class sessions and should take regular, detailed notes for use in graded assignments. Student-led discussion sessions are designed to facilitate participation and promote debate.

### Experiential Learning & Field Visits

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

Assigned field components may include but are not limited to the following:

- The Art Gallery of NSW
- The Australian Museum
- Sculpture by the Sea
- Sydney Fringe Festival
- The Sydney Observatory

You are also strongly encouraged to participate in CAPA's co-curricular program activities, which further enhance and enrich your education abroad experience and understanding of the subject matter.

## GRADING

### Grading Rubric

| LETTER GRADE | SCORE OR PERCENTAGE | DESCRIPTION  |
|--------------|---------------------|--|
| A            | 93-100              | Achievement that is outstanding relative to the level necessary to meet course requirements. |
| A-           | 90-92               | Achievement that is significantly above the level necessary to meet course requirements.     |
| B+           | 87-89               |  |
| B            | 83-86               |  |
| B-           | 80-82               | Achievement that meets the course requirements in every                                      |

|    |       |  |
|----|-------|--|
| C+ | 77-79 | respect.   |
| C  | 73-76 |  |
| C- | 70-72 | Achievement that is worthy of credit even though it fails to meet fully the course requirements.   |
| D+ | 67-69 |  |
| D  | 60-66 |  |
| F  | 0-59  | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

## How Grades are Weighted

The final grade is weighted as follows:

| COURSE REQUIREMENTS | PERCENTAGE |
|---------------------|------------|
| Participation       | 10%        |
| Oral presentation   | 30%        |
| Quizzes             | 20%        |
| Blog Posts          | 40%        |

## Assessment Details

### Participation - 10%

You are expected to contribute regularly, and in an informed manner, to in-class discussions and CANVAS discussion posts. Readings should be completed in advance of class so that you can demonstrate your knowledge of the material through relevant comments, questions, and analysis. Participation during student presentations is an essential component of this assessment and is designed to generate discussion and debate about contemporary issues.

### Oral Presentation - 30%

Students will lead the discussion in a session on a topic relating to the key learning outcomes for the course. Come prepared with questions and points of discussion for the group based on the readings for your topic and any from your own research. You will be marked on your ability to summarise the main points in the readings and to engage other students in a discussion/debate on the topic.

### **Quizzes - 20%**

2 x online quizzes on course material covered to date. (10% per quiz).

### **Blog Posts 40%**

2 x 1000-word blogs that explain key aspects of Australian society using the concepts discussed in class. Choose one or more of the topics from the course, such as gender, culture, politics, environment and/or sport to illustrate your points. The intended audience is study abroad students planning to study in Australia. Exemplary blogs may be put forward for publication on the CAPA website.

### **Submissions**

All written work should be submitted directly via Turnitin on CANVAS according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

## **COURSE CONTENT**

### **Unit 1 – Introduction: Your Host Context**

#### **SESSION 1**

##### **Topics**

- Analyzing, exploring, and 'reading' the city
- Finding the past in the present
- University culture and the local educational landscape: education as a mirror of society, and how can students navigate challenges and learn from them

##### **Assignments & Activities**

- Online activities and readings
- Class lecture

- Class discussion

### **Required Readings & Resources**

- Gavin Moodie, “Labor’s promised universities accord could be a turning point for higher education in Australia”, *The Conversation*, June 1, 2022, <https://theconversation.com/labors-promised-universities-accord-could-be-a-turning-point-for-higher-education-in-australia-183810>
- Geoff Roberts, “Cities, just not as we know them – get ready for NSW’s Six Cities Region”, *The Conversation*, November 28, 2022, <https://theconversation.com/cities-just-not-as-we-know-them-get-ready-for-nsws-six-cities-region-194058>

## **Unit 2 – Building of the Nation**

### **SESSION 2**

#### **Topics**

- In the beginning...History of Australia
- Urban and rural
- National identities

#### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion

### **Required Readings & Resources**

- Frank Bongiorno, “Australians rate the most significant events in their lifetimes and show the fair go is still most valued”, *The Conversation*, 24 January 2018,
- David Carter, *Dispossession, Dreams and Diversity: Issues in Australian Studies*, Frenchs Forest, Pearson Australia, 2006, chapter 1, pp3-22.
- Yothu Yindi, “Treaty”, 2015, <https://www.youtube.com/watch?v=Jf-jHCdafZY>
- Australian Bureau of Statistics, “Snapshot of Australia”, 28 June 2022, <https://www.abs.gov.au/statistics/people/people-and-communities/snapshot-australia/latest-release#culturally-and-linguistically-diverse-communities>

## **Unit 3 – Current Affairs**

### **SESSION 3**

#### **Topics**

- What’s in the headlines
- Hot-button national discourses and debate
- Local news, and what you see in the city around you

#### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

### **Required Readings & Resources**

- Benjamin T. Jones, “Australia Day hasn’t always been on January 26, but it has always been an issue”, *The Conversation*, 26 January, 2023.

## **Unit 4 – Sustainability & the Environment**

### **SESSION 4**

#### **Topics**

- Culture and nature
- Sense of Place

- Environmental Debates

### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

### **Required Readings & Resources**

- Four Corners, “Climate Wars: How brutal politics derailed climate policy in Australia”, Australian Broadcasting Corporation, 18 May 2020, <https://online.clickview.com.au/exchange/categories/312/legal-studies/videos/30367458/climate-wars>
- Tim Winton, “The Island Seen and Felt,” *Places Journal*, March 2017. Accessed 24 Jul 2022. <https://placesjournal.org/article/the-island-seen-and-felt/>

## **Unit 5 – Power Relations**

### **SESSION 5**

#### **Topics**

- Ethnicity, Multiculturalism, and Marginalization
- Gender and Sexuality
- Issues in Justice, Equity, Diversity, and Belonging
- Migration, Colonization, and Postcolonialism

#### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations



### **Required Readings & Resources**

- Michelle Arrow, “Making change, making history, making noise: Brittany Higgins and Grace Tame at the National Press Club”, *The Conversation*, February 9, 2022, <https://theconversation.com/making-change-making-history-making-noise-brittany-higgins-and-grace-tame-at-the-national-press-club-176252>
- Australian Story, “Still We Rise”, Australian Broadcasting Corporation, 2022, <https://iview.abc.net.au/video/IP2103V001S00>

## **Unit 6 - Literature, Film, Music, and Performance**

### **SESSION 6**

#### **Topics**

- Contemporary culture: what people are talking about, what is being contested.
- Seminal works that have contributed to the creation of the modern nation, national identities, and notions of self.

#### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

### **Required Readings & Resources**

- Neil Rattigan, “Introduction” *Images of Australian Cinema*, Dallas SMU Press, 1991.
- P. Mead, “Nation, Literature, Location”, in P. Pierce (Ed), *The Cambridge History of Australian Literature*, Cambridge University Press, 2009, pp. 549-567.
- N. Birns, *Contemporary Australian Literature: A World Not Yet Dead*, Sydney University Press, 2015.

## **Unit 7 - Sports**

### **SESSION 7**

#### **Topics**

- National, regional and local teams as the glue that binds often diverse communities.
- Sport as part of the national DNA.

### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

### **Required Readings & Resources**

- Simone Pettigrew, “The Role of Sport in the Australian Psyche”, Australian and New Zealand Marketing Academy Conference, Auckland, 3-5 December, 2001.
- David Carter, *Dispossession, Dreams and Diversity: Issues in Australian Studies*, Frenchs Forest, Pearson Australia, 2006, chapter 9, pp182-208

## **Unit 8 - Being-in-the-World: International Relations and Regional Roles**

### **SESSION 8**

#### **Topics**

- The role of Australia in global geopolitics
- Australia in the region
- Conflicts, alliances, and how the global shapes the local context

### **Assignments & Activities**

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

### **Required Readings & Resources**

- Kefford, Glenn, Hannah Murphy-Gregory, Ian Ward, Stewart Jackson, Lloyd Cox and Andrea Carson. ‘Introduction’, in *Australian Politics in the Twenty-First Century: Old Institutions, New Challenges*, Melbourne: Cambridge University Press, 2018.

## Unit 9 – Economy and Business

### SESSION 9

#### Topics

- Industry and agriculture
- The financial and commercial sectors
- Political economy and regulatory bodies

#### Assignments & Activities

- Online activities and readings
- Class lecture
- Class discussion
- Class presentations

#### Required Readings & Resources

- Department of Foreign Affairs and Trade, 2021 “Doing business in the Pacific”, <https://www.dfat.gov.au/publications/trade-investment/business-envoy/november-2021/doing-business-pacific>.

## READINGS & COURSE MATERIALS

Course materials are distributed electronically and can be found on CANVAS or online. Primary documents form an essential component of course readings and discussion and should be read with care. Please note that readings listed on the syllabus may be subject to change. There is no required textbook for this course.

### Additional Readings & Resources

Required reading and resources for each unit are detailed in the relevant section above. The following readings and resources are additional recommendations for this course:

#### Books

- Frank Bongiorno, *Dreamers and Schemers: A political history of Australia*, Collingwood, LaTrobe University Press, 2022.
- David Carter, *Dispossession, Dreams and Diversity: Issues in Australian Studies*, Frenchs Forest, Pearson Australia, 2006.

- Stuart Macintyre, *A Concise History of Australia* 4<sup>th</sup> edition, Cambridge University Press, Cambridge, 2016.

## Journals

- Australian Historical Studies
- Australian Journal of Cultural Studies
- History Australia
- Limina
- The Australasian Journal of Popular Culture

## Websites

- Australian Bureau of Statistics, <https://www.abs.gov.au/>
- Australian Institute of Aboriginal and Torres Strait Islander Studies  
<http://www.aiatsis.gov.au/>
- City of Sydney  
<http://www.cityofsydney.nsw.gov.au/AboutSydney/CityResearch/GlobalSydney.asp>
- Globalization and World Cities Research Network  
<https://www.lboro.ac.uk/microsites/geography/gawc/>
- Indigenous History of Sydney  
<https://www.sydneybarani.com.au/>
- Metropolitan Plan for Sydney 2036 (Sydney metropolitan region)  
[https://apo.org.au/sites/default/files/resource-files/2010-11/apo-nid93911\\_131.pdf](https://apo.org.au/sites/default/files/resource-files/2010-11/apo-nid93911_131.pdf)
- Sydney 2030 – Green/Global/Connected (Local Government Area)

## Recommended Bookshops

- Abbey's Bookshop
- Dymocks
- Gleebooks
- Kinokuniya
- The Library Shop

# POLICIES

## CAPA Academic & Attendance Policies

Attendance is mandatory for all CAPA classes. Expectations for attendance, consequences for tardiness or unexcused absences, and other CAPA policies governing academic performance and integrity are outlined in the **CAPA Academic and Attendance Policy**. Additional requirements that may be associated with a specific course or program are addressed in the on-site term syllabus.

## University of Minnesota Policies & Procedures

*The University of Minnesota serves as CAPA's School of Record. As such, all CAPA students should be aware of and prepared to respect the University's policies surrounding academic integrity.*

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in university courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

## STUDENT LEARNING & DEVELOPMENT OUTCOMES

Five core CAPA-wide Student Learning and Development Outcomes (SLDOs) are incorporated into all aspects of your study abroad experience.

|                           |   |
|---------------------------|---|
| <b>Globalization</b>      | You are able to recognize, describe, and interpret examples of the impact of globalization in the urban environment.                              |
| <b>Urban Environments</b> | You are able to explore and analyze the spaces you inhabit, and reflect on differences and similarities between your home and other environments. |
| <b>Social Dynamics</b>    | You are able to understand concepts of and implications of the realities of power, privilege, and inequality in urban environments.               |
| <b>Diversity</b>          | You are able to describe, interpret, and respect the differences and similarities within your student community and between your home             |

|  |  |
|--|--|
|  | country and the host country.  |
| <b>Personal and Professional Development</b> | You are able to recognize the development of skills relative to personal and professional development and career preparedness: networking; communications; remote collaboration; global perspective; cultural awareness; organization; time management and prioritization; problem solving; adaptability; goal setting; and career-based or vocational skills. |