

Course Last Updated [02/06/2024]



University of  
New Haven

## Engaging Australia

### Section I: Course Overview

**Course Code:** SOC355/HIS355

**Subject Area(s):** Sociology, History

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** 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. It is a discussion-based course that also incorporates experiential learning. 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 Australia. 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:

## Learning Objectives

Through participation in this course, students are able to:

- Explain the social, cultural, political, and economic context in which they are studying.
- Explore their local urban environment to position what they see and experience within broader national, regional, and global dynamics.
- Discuss key concepts in belonging and identity.
- Using a blog, communicate key differences between Australian and American societies.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** By appointment.

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement – 20%**

**Discussion Leadership – 20%**

**Oral Presentation – 30%**

**Blog Posts – 30%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Discussion Leadership (20%):** Students will lead the discussion in a session on a topic relating to the key learning outcomes for the course. Students should come prepared with questions and points of discussion for the group based on the readings for their topic and any from their own research. Students will be marked on their ability to summarise the main points in the readings and to engage other students in a discussion/debate on the topic.

**Oral Presentations (30%):** Presentations on ethnographic research undertaken on each of two field trips (15% per presentation).

**Blog Posts (30%):** 2 x 1000-word blogs that explain key aspects of Australian society using the concepts discussed in class. Students choose one or more of the topics from the course, such as gender, culture, politics, environment and/or sport to illustrate their points. The intended audience is study abroad students planning to study in Australia. Exemplary blogs may be put forward for publication on the CEA CAPA website. Submissions through Turnitin on Canvas.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, 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

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

## Required

Text or excerpts of texts will be provided to students via Canvas

Australian Bureau of Statistics. (2022). Snapshot of Australia.

Australian Story. (2022). *Still We Rise*, Australian Broadcasting Corporation.

Arrow, M. (2022). Making change, making history, making noise: Brittany Higgins and Grace Tame at the National Press Club, *The Conversation*.

Birns, N. (2015). *Contemporary Australian literature: A world not yet dead*. Sydney University Press, pp3-24.

Bongiorno, F., & Pennay, D. (2018). Australians rate the most significant events in their lifetimes-and show the 'fair go' is still most valued.

Carter, D. (2006). *Dispossession, dreams and diversity: Issues in Australian studies*, Frenchs Forest, Pearson Australia, pp182-208

Department of Foreign Affairs and Trade. (2021). Doing business in the Pacific.

Four Corners. (2020). Climate Wars: How brutal politics derailed climate policy in Australia, Australian Broadcasting Corporation

Jones, B. (2023). Australia Day hasn't always been on January 26, but it has always been an issue, *The Conversation*.

Kefford, G., Murphy-Gregory, H., Ward, I., Jackson, S., Cox, L., & Carson, A. (2018). *Australian politics in the twenty-first century: Old institutions, new challenges*. Cambridge University Press, introduction.

Mead, P. (2009). *Nation, Literature, Location*, Cambridge University Press, pp. 549-567.

Moodie, G. (2022). Labor's promised universities accord could be a turning point for higher education in Australia. *The Conversation*

Pettigrew, S. (2001). The role of sport in the Australian psyche. In *The role of sport in the Australian psyche* (pp. N-A). Massey University.

Rattiigan, N. (1991). *Images of Australian Cinema*, Dallas SMU Press, introduction.

Roberts, G. (2022). Cities, just not as we know them – get ready for NSW's Six Cities Region, *The Conversation*.

Winton, T. (2017). The Island Seen and Felt. *Places Journal*.

Yindi, Y. (2015). *Treaty*

## Recommended

Bongiorno, F. (2022). *Dreamers and Schemers: A Political History of Australia*. Black Inc..

Carter, D. (2006). *Dispossession, dreams and diversity: Issues in Australian studies*, Frenchs Forest, Pearson Australia.

Macintyre, S. (2020). *A concise history of Australia*, Cambridge University Press.

## Journals

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

## Course Calendar

Session 1	
Topics	Introduction: Australia <ul style="list-style-type: none"><li>• University culture and the local educational landscape: education as a mirror of society, and how can students navigate challenges and learn from them.</li></ul>
Activity	Online readings, class lecture delivered by Associate Professor Salvatore Babones (University of Sydney), class discussion.
Readings & Assignments	Gavin Moodie, "Labor's promised universities accord could be a turning point for higher education in Australia", <i>The Conversation</i> , June 1, 2022, <a href="https://theconversation.com/labors-promised-universities-accord-could-be-a-turning-point-for-higher-education-in-australia-183810">https://theconversation.com/labors-promised-universities-accord-could-be-a-turning-point-for-higher-education-in-australia-183810</a>

Session 2	
Topics	Building of the Nation <ul style="list-style-type: none"><li>• In the beginning...History of Australia</li><li>• Urban and rural</li><li>• National identities</li></ul>
Activity	Online readings, class lecture, class discussion
Readings & Assignments	Frank Bongiorno, "Australians rate the most significant events in their lifetimes and show the fair go is still most valued", <i>The Conversation</i> , 24 January 2018,  David Carter, <i>Dispossession, Dreams and Diversity: Issues in Australian Studies</i> , Frenchs Forest, Pearson Australia, 2006, chapter 1, pp. 3-22.  Yothu Yindi, "Treaty", 2015, <a href="https://www.youtube.com/watch?v=Jf-jHCdafZY">https://www.youtube.com/watch?v=Jf-jHCdafZY</a>

	Australian Bureau of Statistics, "Snapshot of Australia", 28 June 2022, <a href="https://www.abs.gov.au/statistics/people/people-and-communities/snapshot-australia/latest-release#culturally-and-linguistically-diverse-communities">https://www.abs.gov.au/statistics/people/people-and-communities/snapshot-australia/latest-release#culturally-and-linguistically-diverse-communities</a>
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Session 3	
Topics	Current Affairs <ul style="list-style-type: none"> <li>• What's in the headlines</li> <li>• Hot-button national discourses and debate</li> <li>• Local news, and what you see in the city around you</li> </ul>
Activity	Online readings, class lecture, class discussion, class presentations
Readings & Assignments	Benjamin T. Jones, "Australia Day hasn't always been on January 26, but it has always been an issue", <i>The Conversation</i> , 26 January, 2023.

Session 4	
Topics	Exploring the City and beyond <ul style="list-style-type: none"> <li>• Analyzing, exploring, and 'reading' the city</li> <li>• Finding the past in the present</li> </ul>
Activity	Online readings, class lecture, class discussion, class presentations
Readings & Assignments	Geoff Roberts, "Cities, just not as we know them – get ready for NSW's Six Cities Region", <i>The Conversation</i> , November 28, 2022, <a href="https://theconversation.com/cities-just-not-as-we-know-them-get-ready-for-nsws-six-cities-region-194058">https://theconversation.com/cities-just-not-as-we-know-them-get-ready-for-nsws-six-cities-region-194058</a>

Session 5	
Topics	Power Relations <ul style="list-style-type: none"> <li>• Ethnicity, Multiculturalism, and Marginalization</li> <li>• Gender and Sexuality</li> <li>• Issues in Justice, Equity, Diversity, and Belonging</li> <li>• Migration, Colonization and Postcolonialism</li> </ul>
Activity	Online readings, class lecture, class discussion, class presentations
Readings & Assignments	Michelle Arrow, "Making change, making history, making noise: Brittany Higgins and Grace Tame at the National Press Club", <i>The Conversation</i> , February 9, 2022, <a href="https://theconversation.com/making-change-making-history-making-noise-brittany-higgins-and-grace-tame-at-the-national-press-club-176252">https://theconversation.com/making-change-making-history-making-noise-brittany-higgins-and-grace-tame-at-the-national-press-club-176252</a>  Australian Story, "Still We Rise", Australian Broadcasting Corporation, 2022, <a href="https://iview.abc.net.au/video/IP2103V001S00">https://iview.abc.net.au/video/IP2103V001S00</a>

Session 6	
Topics	Literature, Film, Music, and Performance

	<ul style="list-style-type: none"> <li>• Contemporary culture: what people are talking about, what is being contested.</li> <li>• Seminal works that have contributed to the creation of the modern nation, national identities, and notions of self.</li> </ul>
Activity	Online readings, class lecture, class discussion, class presentations  First Quiz due
Readings & Assignments	<p>Neil Rattigan, "Introduction" <i>Images of Australian Cinema</i>, Dallas SMU Press, 1991.</p> <p>P. Mead, "Nation, Literature, Location", in P. Pierce (Ed), <i>The Cambridge History of Australian Literature</i>, Cambridge University Press, 2009, pp. 549-567.</p> <p>N. Birns, <i>Contemporary Australian Literature: A World Not Yet Dead</i>, Sydney University Press, 2015, pp3-24.</p>

Session 7	
Topics	Midterm Break

Session 8	
Topics	Sustainability & the Environment <ul style="list-style-type: none"> <li>• Culture and nature</li> <li>• Sense of Place</li> <li>• Environmental Debates</li> </ul>
Activity	Online readings, class lecture, class discussion
Readings & Assignments	<p>Four Corners, "Climate Wars: How brutal politics derailed climate policy in Australia", <i>Australian Broadcasting Corporation</i>, 18 May 2020, <a href="https://online.clickview.com.au/exchange/categories/312/legal-studies/videos/30367458/climate-wars">https://online.clickview.com.au/exchange/categories/312/legal-studies/videos/30367458/climate-wars</a></p> <p>Tim Winton, "The Island Seen and Felt," <i>Places Journal</i>, March 2017. Accessed 24 Jul 2022. <a href="https://placesjournal.org/article/the-island-seen-and-felt/">https://placesjournal.org/article/the-island-seen-and-felt/</a></p> <p>- First blog post due this week, submission via Turnitin on Canvas.</p>

Session 9	
Topics	Field Study

Session 10	
Topics	Sports <ul style="list-style-type: none"> <li>• National, regional and local teams as the glue that binds often diverse communities.</li> <li>• Sport as part of the national DNA.</li> </ul>
Activity	Online readings, class lecture, class discussion

Readings & Assignments	<p>Simone Pettigrew, "The Role of Sport in the Australian Psyche", <i>Australian and New Zealand Marketing Academy Conference</i>, Auckland, 3-5 December, 2001.</p> <p>David Carter, <i>Dispossession, Dreams and Diversity: Issues in Australian Studies</i>, Frenchs Forest, Pearson Australia, 2006, chapter 9, pp182-208</p>
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Session 11	
Topics	<p>ANZAC DAY Self-paced learning week with a field trip component.</p> <p>This week, students undertake research to inform their attendance at activities/events for the Australian national memorial day, ANZAC Day, which falls on Thursday 25 April.</p> <p>They will have two weeks to prepare their presentations for delivery in class</p>
Activity	On Thursday, students will attend a minimum of two of the scheduled events from the list on Canvas, gathering ethnographic data informed by their research to use in preparing a presentation on their research

Session 12	
Topics	Guest Lecture

Session 13	
Topics	<p>Economy and Business</p> <ul style="list-style-type: none"> <li>• Industry and agriculture</li> <li>• The financial and commercial sectors</li> <li>• Political economy and regulatory bodies</li> </ul>
Activity	Online readings, class lecture, class discussion
Readings & Assignments	<p>Department of Foreign Affairs and Trade, 2021 "Doing business in the Pacific", <a href="https://www.dfat.gov.au/publications/trade-investment/business-envoy/november-2021/doing-business-pacific">https://www.dfat.gov.au/publications/trade-investment/business-envoy/november-2021/doing-business-pacific</a>.</p>

Session 14	
Topics	ANZAC Day ethnographic research presentation
Activity	Formal ANZAC Day assessable Presentation due in class

Session 15	
Topics	<p>Being-in-the-World: International Relations and Regional Roles</p> <ul style="list-style-type: none"> <li>• The role of Australia in global geopolitics</li> <li>• Australia in the region</li> <li>• Conflicts, alliances, and how the global shapes the local context</li> </ul>
Activity	Online readings, class lecture, class discussion



Readings & Assignments	<p>Kefford, Glenn, Hannah Murphy-Gregory, Ian Ward, Stewart Jackson, Lloyd Cox and Andrea Carson. 'Introduction', in <i>Australian Politics in the Twenty-First Century: Old Institutions, New Challenges</i>, Melbourne: Cambridge University Press, 2018.</p> <p>- Second blog post due this week, submission via Turnitin on Canvas.</p>
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## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.