Faculty of Arts and Education

Unit Guide

Trimester 3 2011-12

AIX 290

Australia Today: An Introduction to Australia
A note of welcome

*Australia Today* is a unit in the Faculty of Arts and Education that counts for credit in the Faculties of Business and Law, Science and Arts. It is open only to international students. As a single semester, one credit point unit, with no prerequisites, it is available as a second or third level elective across the faculties of the University.

It is designed to train students in the skills and understandings needed to work and study in Australia. It aims to provide students with an introduction to key issues facing Australians today, offering a historical perspective as well as a contemporary analysis of them. Through video, lectures, key readings, excursions into the field and discussions in tutorials, the unit will cover a range of topics to give a cultural orientation and good understanding of Australian culture, history, society, politics, landscape and place in the world.

This Unit Guide explains the aims of the unit, describes the assessment requirements and gives details of the assignments. You should always read this Unit Guide first and check it frequently when preparing to study or embarking on assignment work.

I hope you enjoy the unit and the excursions we have planned for you and leave the unit knowing a lot more about *Australia Today*.

Contact details

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Louise Johnson is Associate Professor of Australian Studies at Deakin University and is based on the Geelong campus. A Human Geographer, she trained at Sydney and Monash Universities and has taught Geography, Women’s Studies and Social Research methods as well as Australian Studies and Planning at Deakin, ANU, Waikato University in New Zealand and at Sydney University. Her research has focused on the changing spatial impacts of economic change – first in the textile industry (the subject of her PhD), then in the service sector and most recently in the cultural industries in Australia and across the globe. Dr Johnson has also researched and published on Australian cities and suburbs and on the gendered nature of space. Major publications include: *Gaslight Sydney*, Allen and Unwin, 1984; *Suburban Dreaming*, DUP, 1994 and *Placebound: Australian Feminist Geographies*, OUP, 2000. Her most recent publication is for Ashgate (London) on *Cultural Capitals: Revaluing the Arts and Remaking Urban Spaces* and articles on the changing Australian suburb and the nature of Australian planning.

**Teaching staff:** The tutor for this unit and the person who will be doing the marking and ensuring that it all runs smoothly is Dr Matthew Richards.

Other Deakin staff will be contributing their expertise through lectures and overseeing excursions. Staff might include Mr Chris Linke and Dr Geoffrey Robinson
Student commitment and responsibilities

The Summer Semester offering of Australia Today involves an intensive three weeks of lectures, tutorials, readings, presentations and excursions. It is expected that you will be attending all of the formal classes and it is strongly urged that you also attend all of the excursions, as they have been designed to enhance your learning of specific topics.

It is expected that before you reach the first class, you will have accessed the Study Guide and Reader and begun reading the materials. Your tutor will expect you to have read before each class and be able to make informed input into the tutorial discussions. Ample time for private study has been built into your program to ensure that you can keep up with the reading and prepare the Reading Exercise and work on your Field Report and Essay during the intensive teaching period.

In addition to the set readings, additional materials relevant to the lectures and excursions will be put onto the unit DSO site and you should regularly check this during the course of the unit.

The Deakin ‘Student Charter’ provides an outline of your rights and responsibilities as a member of the University community. Available in the current Handbook or online at: http://www.deakin.edu.au/handbooks2008/introduction/student_charter.php

Computer access: All students are expected to have access to a personal computer, as well as access to the Internet and email. Deakin University uses online technologies in many aspects of teaching and learning, student support, administration and general communication. As a Deakin student, you will rely heavily on Deakin’s online facilities and services, and are expected to participate actively in the University’s online communication networks by accessing the Deakin Portal and your Deakin email account on a regular basis. Information on the portal and accessing your Deakin email account is available on the Deakin Learning Toolkit website http://www.deakin.edu.au/dlt/. The Deakin Learning Toolkit contains both an Information CD and Software CD.

Access to the University’s IT facilities is governed by the ‘Conditions of Information Technology Use’ (refer to The Guide at: http://theguide.deakin.edu.au). Failure to comply may result in loss of access, charges being payable and/or disciplinary proceedings.

Feedback from students

At the end of each semester we ask that you to tell us what you thought of the unit and its teaching and email you a link to the Student Evaluation of Teaching and Units (SETU) survey for this unit. I encourage you to complete this as the results are used to help assess curriculum, teaching and assessment in the unit. We take this exercise very seriously and all of those involved in teaching this unit discuss the results of each survey. In general we have received very positive reviews from you about the unit…so we know we are doing something right. In particular, students over the last few years have praised the general, over-viewing nature of the unit, commended the lecturers and tutors and celebrated the excursions we have organized. You also told us that the workload for the unit was about right and the library resources were good.

Over 2005 and 2006, students called for an improvement in the quality of the Unit materials. At this time we had a printed reader – which had been prepared some years before – and no printed Study Guide. Therefore in response to your fellow students’ views, we spent 2006 writing a Study Guide and updating the Reader for the Unit. 2007 therefore saw a whole new array of Unit
materials which we hope you will find stimulating, informative and assist in the structuring of your reading and assessment over the semester.

The point that emerged strongly from the Student Evaluations last year was a need to more clearly spell out the assessment requirements for the unit. We hope that in the new Unit Guide, in supplementary material that we will place on DSO, through tutorial and excursions discussions, that there will be renewed clarity and support here. We had some feedback that the tutorials were both stimulating but also that they could be improved. And so this year we will be working hard to bring a good balance between structure, free flowing discussion and focused work into the tutorials. In addition there was a suggestion to limit the number of points in lectures and to move more slowly through the material. This too has been taken on board by all teaching in this unit.

So we do listen and act on your evaluations. Please ensure to tell us what you think this time.

**Unit overview**

**Aims of the unit**
The purpose of this unit is to:

- Study current debates, issues and concerns in Australian society and culture
- Focus on the interests and needs of international students to assist in their work and study in Australia
- To provide tools, concepts and history of Australia that will facilitate understanding of this new environment
- Develop skills in cross cultural verbal and written communication
- Locate Australia into various global contexts; within the British Empire, in the West, in Asia, and in the global economy
- Offer an international perspective on diversity and difference in Australian culture and society, through studies of landscapes, people, cultures, myths and institutions
- Through a number of field experiences, allow exposure to and give the tools to analyse a number of iconic sites and groups – Victoria’s Museum, the Immigration Museum and the National Sports Museum at the Melbourne Cricket Ground. Such field sites will allow topics such as immigration, Indigenous Australians and sport to be viewed in a new light.
- Introduce international students to the Arts, especially some of the disciplinary frameworks, conventions and languages used in the Humanities and Social Sciences in Australia

**Learning objectives**

On the completion of this unit, you should be able to:

- Articulate and understand some key issues in Australia Today
- Have an overview of Australian history, society, politics and culture
- Construct an essay, field report and summary of a reading in English to an acceptable academic standard, using scholarly conventions
- Utilise the skills and knowledge to interrogate current politics, landscapes and issues

**Attributes of a Deakin Graduate Statement**

All Deakin programs will encourage students to develop attitudes of intellectual curiosity and motivation for independent thinking, autonomous learning and reflective professional and personal practice, and a commitment to ethical and sustainable practices. Appropriate to its level of study and discipline composition, each program will be designed to ensure that students develop their knowledge and understanding as well as a range of generic skills. These are described below.
Knowledge and understanding
- understanding of, and the ability to work with, a systematic body of knowledge, appropriate to the focus and level of the qualification based on the highest standards of scholarship and research; and where research is undertaken:
- ability to initiate and formulate viable and relevant research questions
- contribution to new knowledge, or an original interpretation and application of existing knowledge
- understanding of the social, economic and cultural impact and application of their research, and its academic relevance and value
- understanding of the professional, social, economic and cultural contexts of the discipline and related fields
- awareness of ethical issues, social responsibility and cultural diversity
- understanding and appreciation of international perspectives in a global environment.

Skills
- critical analysis, problem solving, and creative thinking
- identifying, gathering, evaluating and using information
- communicating effectively and appropriately in a range of contexts
- developing, planning and managing independent work
- working effectively as part of a team
- effectively using information and communication technologies
- applying knowledge learned in the program to new situations

We have attempted to develop these various attributes through the assessment for this unit. Specifically:

Skills developed and assessed in the Field Report:
- The ability to “read” popular culture, sites and the Australian landscape
- The ability to connect field observations to relevant scholarship
- The ability to read and contrast different interpretations of the same event or phenomena
- Develop skills in formal presentation of research

Skills developed in the major Essay:
- The ability to critically select and use appropriate material to answer a question
- The ability to present an essay in a scholarly way using an appropriate referencing system
- The ability to appropriately use computer based data bases and sources
- Presentation of an argument in a logical, grammatical and coherent fashion

Skills developed in the Reading exercise:
- Ability to critically read and summarise a key article
- Verbal presentation in a way that is engaging and informative
- The ability to connect empirical material to concepts on Australia

All of these skills and knowledges relate strongly to those which we see as vital to any Deakin graduate.

Learning resources

The materials for this unit include:

This Unit Guide (available exclusively via DSO)
AIX290/390 Australia Today: An introduction to Australia. Study guide and readings

Other resources available via DSO

For on-campus students the above materials are available either online via the Deakin Studies Online (DSO) site for the unit, or in printed form from the Unitext Bookshop on your campus.

Prescribed texts
There is no one suitable text available for this unit. In fact, wide library reading on the topics you choose to follow up is expected and encouraged.
One book which offers a systematic discussion of many topics covered in this unit is:

Further readings

Useful journals
Much of the recent material on Australia is to be found in journals and periodicals, and it is a good idea to browse through the most recent issues regularly. Relevant journals will depend on the subject of an essay. The list here includes a few relevant journals, mainly academic journals and cultural quarterlies.

- Aboriginal History
- Arena (Publishes on social, political and cultural topics)
- Australian and New Zealand Journal of Sociology
- Australian Cultural History
- Australian Feminist Studies
- Australian Geographical Studies
- Geographical Research
- Australian Historical Studies
- Australian Journal of Politics and History
- Australian Journal of Political Science
- Australian Journal of Social Issues
- Australian Quarterly
- Hecate (Women's history, literature and social issues)
- Journal of Australian Studies

Other useful general references
Barker, A., When was that? Surrey Hills, NSW, 1988.

Databases/Indexes/Abstracts
Indexing and abstracting services are essential if you want to find recent information in periodical articles. These can be consulted either in hard format or through the catalogue or through CD-ROM or on-line searches.

Resources not in the bookshop?
If any specified materials are not in the bookshop (perhaps stock have sold out or there may have been a problem with securing sufficient stock), do not simply plan to return a few days later. Ask bookshop staff to order the materials for you.

If the bookshop does not seem to be responding to your request, please use email to notify the Unit Chair.

Deakin Studies Online (DSO)
DSO is Deakin University’s online teaching and learning environment which aims to enhance both on and off-campus learning. DSO delivers web-based course material and assessment tasks and facilitates communication and collaboration between staff and students. To log in to DSO open your browser and go to http://www.deakin.edu.au/dso/. From here you log on using your Deakin username and password.
Frequently Asked Questions and other useful information about DSO can be found on the Student DSO Support Resources website (available via: http://www.deakin.edu.au/dso/student/).

For technical problems (such as difficulties logging on, computer and browser issues) contact the IT Service Desk on 1800 721720 or email: it-servicedesk@deakin.edu.au.

**Semester program**

Note that the order of the lectures and tutorials does not completely match the order in your study materials. This has been necessitated by staffing and excursion needs as well as the intensive nature of the teaching. However, adequate time has been allowed for you to read and prepare presentations as well as to discuss issues raised in lectures and on the excursions.

<table>
<thead>
<tr>
<th>Topic, Day, date and place</th>
<th>Time</th>
<th>Lecture and tutorial topics</th>
<th>Staff</th>
<th>Excursions/Afternoons</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>9.00-11.00</td>
<td>Orientation – DI</td>
<td>Louise Johnson (LJ)</td>
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<tr>
<td>Wednesday</td>
<td>11.00-12.00</td>
<td>Welcome and Introduction –</td>
<td>Australian History</td>
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<tr>
<td>Jan 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2.00-3.00</td>
<td>Louise Johnson</td>
<td>Tutorial – Overview and</td>
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<td>History Assessment</td>
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<td>3</td>
<td>10.00</td>
<td>Multicultural Australia –</td>
<td>Louise Johnson</td>
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<td>Thursday</td>
<td>11.00</td>
<td>Lecture (LJ)</td>
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<td>1.00-5.00</td>
<td>Multicultural Australia –</td>
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<td>4 and 5</td>
<td>10.00-11.30</td>
<td>Study Skills – reading and</td>
<td>Louise Johnson</td>
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<td>Friday</td>
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<td>Jan 6</td>
<td>12.00</td>
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<td>Australia and Asia – Lecture</td>
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<td>Australia and Asia – Tutorial</td>
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<td>Saturday</td>
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<td>Sport in Australia – Lecture</td>
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<td>Sport in Australia -</td>
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<td>Tutorial</td>
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<td>The Learn to Surf and Great</td>
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<td>Ocean Road trip- 2 days</td>
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<td>Monday</td>
<td>9.00-6.00</td>
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<td>Jan 9</td>
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<td>6</td>
<td>10.00</td>
<td>Indigenous Australia –</td>
<td>Louise Johnson</td>
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<td>Tuesday</td>
<td>11.00</td>
<td>Lecture</td>
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<td>Jan 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Indigenous Australia –</td>
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<td>Tutorial</td>
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- Victorian Museum (10.30-12.00),
- Lunch Chinatown (12.15-1.00)
- Immigration Museum (1.15-3.00) and MCG/National Sports Museum (3.30-5.00)
- 1.00-3.00pm Visit to Narana Culture Centre.
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
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<tr>
<td><strong>Wednesday Jan 11</strong></td>
<td><strong>10.00</strong></td>
<td>Australian Landscapes – Lecture (LJ)</td>
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<td><strong>11.00</strong></td>
<td>Australian Landscapes – Tutorial (Tutor)</td>
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<td><strong>12.00</strong></td>
<td>Australian Politics – Dr Geoff Robinson</td>
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<td><strong>2.00</strong></td>
<td>Australian Politics – Tutorial (Tutor)</td>
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<td><strong>3.00-5.00</strong></td>
<td>Private Study Class Paper preparation</td>
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<td><strong>Thursday Jan 12</strong></td>
<td><strong>10.00-1.00</strong></td>
<td>Film in Australia – Lecture and films</td>
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<td><strong>3.00-5.00</strong></td>
<td>Student presentations</td>
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<td><strong>Friday Jan 13</strong></td>
<td><strong>10.00</strong></td>
<td>ANZAC and war – Mr Chris Linke</td>
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<td><strong>11.00</strong></td>
<td>ANZAC tutorial</td>
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<td><strong>12.00</strong></td>
<td>The Lucky Country</td>
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<td><strong>2.00-3.00</strong></td>
<td>Tutorial on the Lucky Country (Tutor)</td>
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<td>Student Presentations</td>
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<td><strong>Saturday-Sunday Jan 14-15</strong></td>
<td><strong>Weekend: Travel – explore</strong></td>
<td>And work on Field Report</td>
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<td><strong>Mon Jan 16</strong></td>
<td><strong>10.00</strong></td>
<td>Gender relations in Australia – Lecture (LJ)</td>
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<td><strong>11.00</strong></td>
<td>Gender relations in Australia – Tutorial</td>
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<td></td>
<td><strong>12.00</strong></td>
<td>Global Australia – Lecture (LJ)</td>
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<td><strong>2.00</strong></td>
<td>Global Australia – Tutorial</td>
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<td></td>
<td><strong>3.00</strong></td>
<td>Advice session on Field Reports</td>
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<tr>
<td><strong>Tuesday Jan 17</strong></td>
<td><strong>10.00</strong></td>
<td>Advice on Excursion Reports and Final Essays (Tutor)</td>
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<tr>
<td><strong>Wednesday Jan 18</strong></td>
<td><strong>10.00-5.00</strong></td>
<td>Private Study and research on Final Essay</td>
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<tr>
<td><strong>Thursday Jan 19</strong></td>
<td><strong>10.00</strong></td>
<td>Feedback on Excursion Reports and advice on Final Essay</td>
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<td></td>
<td><strong>12.00-5.00</strong></td>
<td>Private study and essay writing</td>
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<tr>
<td><strong>Friday Jan 20</strong></td>
<td><strong>10.00-11.00</strong></td>
<td>Advice on Final Essay</td>
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**Tutorial program**

**Topic 1: Introducing – Australia Today**

**Tutorial Questions**

- What was your image of Australia before you came here?
- What does Carroll suggest comprises Australian identity?
- Why do you think the ideal of the bush, the sportsman (sic) and the soldier have been so important in Australia?
- What is special about studying the Humanities and Social Sciences?
- What does it mean to be critical and analytical?
Clarify the expectations you have about reading, writing, attendance, participation, assessment, excursions etc in this unit

**Essential reading**

**Topic 2: Australian History**

**Tutorial Questions**
- Develop a time line with the major events in Australian history on it.
- What do you think are major themes informing Australian history? Who and what is included and excluded from such histories?
- Compare this history briefly with that of your own country. What are the main differences and are there any similarities?
- Why do you think there is such political interest in how Australian history is written and taught?

**Essential reading**

**Topic 3: Multicultural Australia**

**Tutorial Questions**
- Why is immigration so important to Australia?
- How have the source regions changed and how has this influenced Australian society?
- Why is Australia described as a ‘multicultural’ society? Is this a fair description? Why not a ‘melting pot’ or a ‘mosaic’?
- What is the link between immigration and national identity?
- What are Australia’s current immigration policies? Evaluate the rationale for the current government approaches to immigration and refugees.

**Essential reading**
**Topic 4: Australia and Asia**

**Tutorial Questions**
- What have been the main views of Asia held by Australians – in the 1850s, 1900, 1940s, and today? Why have these views changed?
- Is Australia an Asian nation? What might this term mean in the future?

**Essential reading**

**Topic 5: Sporting nation: Sporting culture**

**Tutorial questions**
- What are the main sports played in Australia today? Why has this come about?
- What is the relationship between sport, leisure and national identity?
- Are different sports associated with different social groups in Australia?
- How has sport changed in the last 50 years in Australia?
- It is often said that Australian’s are “sports mad”. Do you think this is true and how does the importance of sport in Australia compare to your own country?

**Essential reading**

**Topic 6: Indigenous Australia - Aboriginal Settlement and Un-settlement**

**Tutorial Questions**
- How did Indigenous peoples live across the Australian continent before European contact
- What are some differences amongst Indigenous groups and why do they occur?
- What have been the main changes for Indigenous populations arising from British occupation?
- What is the current position of Indigenous peoples in the far north of Australia?
**Essential reading**


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**Topic 7: Australian Landscapes and Settlement**

**Tutorial Questions**

- What are the major physical characteristics of the Australian continent?
- What are the main differences between Indigenous and European perceptions of far northern Australia?
- Why is Australia a highly urbanised country?

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**Essential reading**


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**Topic 8: Australia Politics: A Distinctive Democracy**

**Tutorial Questions**

- How has the Australian colony changed from a colony to a constitutional monarchy over the last 200 years?
- What are the main features of the Australian political system?
- What are some important recent challenges to Australia’s political system?
- How independent is Australia in 2008?

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**Essential reading**


**Topic 9: Australia in Film**

**Tutorial Questions**

- What are some of the changing representations of Australia in Australian films over the last 20 years?
- Do current Australian films show you the myths or the realities of contemporary Australia?

**Essential reading**


**Topic 10: The Anzac: War and National Identity**

**Tutorial Questions**

- Who created the myth of the Anzacs out of the sacrifice and defeat of Gallipoli?
- How has Anzac changed its meaning over the last 50 years and why have these changes occurred?
- What is the meaning of Anzac today and why do you think young people are interested?
- Why did ‘War’, sacrifice and death become an important ‘myth’ for Australian national identity? Single out one myth in your own country and consider an explanation for this.

**Essential reading**


**Topic 11: The Lucky Country?**

**Tutorial Questions**

- Is Australia a lucky country? Review a range of recent research on social inequality in Australia in your answer.
- Who is poor in Australia today? Why are some groups in Australian society poorer than others?
- Discuss the strengths and weaknesses of the Australian welfare state.

**Essential reading**

**Topic 12: Gender Relations in Australia**

*Tutorial Questions*

- What are the main differences between women and between men in Australian society?
- What are some of the images associated with being male and female in Australia today?
- What are some of the major issues for contemporary women and men in Australia today? Do they highlight differences between men and women as much as their similarities? How do these issues compare with those in your own country?

*Essential reading*


**Topic 13: Global Australia**

*Tutorial Questions*

- What is globalisation and why is it occurring?
- Will Australia develop or decline in the emerging global economy?
- What effects is economic restructuring and globalisation having on particular localities?

*Essential reading*


Assessment

Assessment summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Length</th>
<th>%</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1 Reading exercise and attendance</td>
<td>500 words</td>
<td>20</td>
<td>Friday January 13th</td>
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<tr>
<td>2 Field report</td>
<td>1500 words</td>
<td>30</td>
<td>Tuesday January 17th</td>
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<tr>
<td>3 Major essay</td>
<td>2000 words</td>
<td>50</td>
<td>Friday January 20th</td>
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Details of each assessment task

Assessment 1: Reading exercise on at least one Reading and Tutorial Question

Due on Friday January 13th
Length: 500 Words
Weighted at 20% of overall grade (along with attendance of 80%+)

In the first few classes, we will discuss with you the topics for discussion over the summer semester. Each student will be required to nominate one topic for which they will prepare a presentation.

Each Tutorial will involve taking the roll and it is expected that students will attend at least 80% of the classes. This is a hurdle requirement for the unit and will earn 5%.

This presentation will be no more than 500 words in length, involve using at least one of the Essential Readings and address one of the tutorial topics and set questions. Students will give a verbal presentation that addresses this question and utilises their reading, lecture and other relevant material. This will be assessed out of 5%. The 500 word summary of the reading and a statement connecting it to one of the tutorial questions, fully referenced, is to be handed in by Friday January 13th and will be marked out of 10%

MARKING CRITERIA

<table>
<thead>
<tr>
<th>What the Assessor will be looking for when marking this assignment:</th>
<th>GRADUATE ATTRIBUTE</th>
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<tbody>
<tr>
<td>▪ Does the student offer a thorough summary of the set reading(s)? Does the student use this reading to address the set question?</td>
<td>Knowledge and understanding</td>
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<tr>
<td>▪ If relevant to the set question, is the social, economic and cultural context of Australia addressed?</td>
<td>acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research</td>
</tr>
<tr>
<td>What the Assessor will be looking for when marking this assignment:</td>
<td>Skills</td>
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<tr>
<td>▪ Skills of oral communication will be assessed in this exercise</td>
<td>communication, orally and in written form, across a range of contexts</td>
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<tr>
<td>▪ Ability to organise material and present it in a</td>
<td>personal organisation and management</td>
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coherent manner will be assessed

- Students will be expected to address a set question which requires a critical use of the reading
- critical analysis, problem solving, and creative thinking

**What the Assessor will be looking for when marking this assignment:**

<table>
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<tr>
<th>Attitudes</th>
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</table>
| A number of topics address cultural diversity
| awareness of ethics, social responsibility and cultural diversity |
| The interaction between International Students in this unit through these presentations fosters cultural understanding
| appreciation of international perspectives in a global environment |
| International perspectives are explored in a number of set topics and readings |

**Assessment 2: Field Report**

**Due:** Tuesday January 17th  
**Length:** 1500 words  
**Weighting:** 30%

Using the relevant discussion in your Study Guide, Reader, Further Reading and Excursion Briefings, as well as observations and information gained from your excursion and extra research, answer one of the following questions:

1. How does the Immigration Museum reflect the history of multicultural Australia?
2. Discuss how your excursion to the MCG National Sport Museum reveals the social and economic importance of sport in Australia.
3. How does the presentation of Indigenous history in the Narana Cultural Centre and/or the Melbourne Museum illustrate or obscure the history and current status of Indigenous people in Australia?

**MARKING CRITERIA**

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<td><strong>Knowledge and understanding</strong></td>
<td></td>
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<tr>
<td>Students will be required to read into their topics and will be assessed on how well and widely they do so.</td>
<td>acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research</td>
</tr>
<tr>
<td>The question asks students to relate a social group, landscape feature and cultural activity to broader social and economic relations in Australia. They will be assessed on how well they make this conceptual link.</td>
<td>understanding of the professional, social, economic and cultural contexts of the discipline area</td>
</tr>
</tbody>
</table>

**Skills**

- Students will be expected to work with a range of materials and sources of information for this assignment, including observations, graphical and textual material
- identifying, gathering, retrieving and working with textual, graphic and numerical information
Results of field work, reading and reflection will be presented in a written form.

Assembling the relevant information for this assignment will be a test of personal organisation.

Students may choose to work collaboratively on this question and will be travelling together and interacting at each site. Group learning will be integral to answering the question.

It is expected that a range of information from a number of sources, including digital, will be utilised.

How students make the connection between a field experience and scholarly literatures and a set question will involve creative thinking and is itself a challenging problem.

What the Assessor will be looking for when marking this assignment:

Attitudes

This exercise tests and develops independent skills of observation and conceptualisation.

Any field work has to be conducted ethically. This will form part of the briefing and observational techniques used.

Collecting a group of international students together at a number of iconic Australian sites will generate a range of international perspectives. These will undoubtedly inform the response to the question.

Assessment 3: Major Essay
Due: Friday January 20th
Length: 2000 words
Weighting: 50%

Choose one of the following questions that have been drawn from Topics 1-12 of the Lecture/Tutorial Program:

1. Which incident in Australia’s European past was most important in changing the direction of the nation’s social development? You should not only discuss this incident but illustrate how it fundamentally changed the nation.

2. What are some myths present in Australian films? You should draw on at least two films to answer this question.

3. What is the “Stolen Generation”? Why did this occur and what have been the long term effects on the individuals concerned, their communities and the nation?

4. Australia’s relationship with Asia has been described as involving anxiety and opportunity. How have these elements been presented in relation to at least two Asian countries over the last 60 years?

5. Is Australia a “lucky country” with a belief but also reality of equality for all? Use a range of examples to substantiate your position on this question.
6. What is multiculturalism and what are the main challenges to this policy in contemporary Australia?

7. What are the problems and opportunities facing Australia in an increasingly global economy?

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<td><strong>What the Assessor will be looking for when marking this assignment:</strong></td>
<td><strong>Knowledge and understanding</strong></td>
</tr>
<tr>
<td>▪ Each question requires engagement with a systematic body of knowledge on the topic and its use to answer a question.</td>
<td>▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research</td>
</tr>
<tr>
<td>▪ Some of the questions require students to delimit and discuss the social and economic context of Australia as well its culture.</td>
<td>▪ understanding of the professional, social, economic and cultural contexts of the discipline area</td>
</tr>
<tr>
<td><strong>What the Assessor will be looking for when marking this assignment:</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>▪ Students are expected to use both the set readings as well as additional material they gather for their chosen topic.</td>
<td>▪ identifying, gathering, retrieving and working with textual, graphic and numerical information</td>
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<td>▪ Students will be assessed on how well they answer the question and on how well they construct their essay.</td>
<td>▪ communication, orally and in written form, across a range of contexts</td>
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<td>▪ The organisation of an essay, strong introduction and conclusion and logical progression will all be part of the assessment.</td>
<td>▪ personal organisation and management</td>
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<tr>
<td>▪ It is expected that students will do some original searching for relevant information in answering their chosen question.</td>
<td>▪ harnessing information and communication technology</td>
</tr>
<tr>
<td>▪ Most questions require students to engage critically with either set material or a question.</td>
<td>▪ critical analysis, problem solving, and creative thinking</td>
</tr>
<tr>
<td><strong>What the Assessor will be looking for when marking this assignment:</strong></td>
<td><strong>Attitudes</strong></td>
</tr>
<tr>
<td>▪ Students are actively encouraged to go beyond the set and recommended readings in answering the questions.</td>
<td>▪ commitment to independent and lifelong learning</td>
</tr>
<tr>
<td>▪ Many of the set questions directly address the issue of cultural diversity in Australia eg on White Australia and multiculturalism</td>
<td>▪ awareness of ethics, social responsibility and cultural diversity</td>
</tr>
<tr>
<td>▪ Many of the topics directly consider the place of Australia in Asia and in a globalising world</td>
<td>▪ appreciation of international perspectives in a global environment</td>
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**Referencing and assignment writing**

All work submitted MUST be properly referenced as outlined in the Guide to Assignment Writing and Referencing: http://www.deakin.edu.au/studentlife/academic-skills/resource-room/assign-ref.pdf. Bound copies may be purchased from Deakin bookshops.

**Submission and return of assignments**

**Hardcopy assignment submission – On Line submission only for recording purposes**

- Assignments are to be submitted via the Assignment Box at (or near) at a location to be advised as well as on line in the DSO Drop Box.
- All assignments MUST be submitted with an assignment cover sheet that you can obtain from Student Connect: [http://www.deakin.edu.au/studentconnect/](http://www.deakin.edu.au/studentconnect/).
- It is your responsibility to ensure that a signed assignment cover sheet is attached to the correct assignment at the time you submit it.
- The date that an assignment is received is treated as the assignment submission date. The assignment submission area is cleared at 5 pm every University working day. Assignments deposited after 5 pm will be dated with the next day’s date.
- If you are submitting as part of a group assignment, each member of the group must print off their individual assignment attachment, sign it, and submit it with the group assignment. On the top assignment attachment, please nominate one person for the return of the group’s assignment.
- Your teaching staff will advise you about the process for returning assignments as this can vary in different subjects.

**Assignment feedback**

In setting assessment tasks that depend on feedback from a previous task, the due date will be set to ensure that feedback can be provided in time for you to benefit from the feedback. With such a short semester only feedback of a general nature can be provided before your next assessment is due.

There will normally be no opportunity for resubmission of assignments. However students who feel that the assessment of their work was unfair should contact the Unit Chair.

**Late submission of assignments**

**Assignment extensions**

If you wish to seek an extension for an assignment, you will need to apply by email directly to your tutor or lecturer as soon as you become aware that you will have difficulty in meeting the scheduled deadline but at least three days before the due date. Appropriate documentation should be submitted in support of your application, such as a medical certificate. A maximum of 14 days can be normally granted as an extension.

Please attach the email approval to your assignment when submitting it.
Special Consideration

Special Consideration is only given in the case of serious and exceptional circumstances which are beyond the student's control and these circumstances prevent the student from performing at their best for a particular piece of assessment. In the first instance students should approach their Unit Chair or Faculty Student Support Centre to discuss any concerns. In many circumstances an extension of time granted by the Faculty may be sufficient to assist the student through their particular difficulty.

The reasons for application must be classified under one of the following categories: Medical; Compassionate; or Hardship/Trauma. Students must provide evidence to support the reasons for their application; therefore all applications for Special Consideration must be accompanied by appropriate documentation from a recognised authority.

You can now apply for Special Consideration online. To access the application portal, log into Student Connect, www.deakin.edu.au/studentconnect and click ‘Special Consideration’ on the left vertical (blue) menu. Read all the information carefully and follow the prompts to submit your application.

A Student User Guide is also available from this location. Further information is available from your faculty campus office or student centres.

An application for Special Consideration MUST be lodged NO LATER than three (3) University working days after the assessment items due date or the date of a scheduled examination. Students, who for very genuine reasons are not able to apply online, must contact their Faculty Campus Office or Student Centre. The hardcopy application form is not available to be downloaded.

Further information regarding Special Consideration can be found on the Current Students website located at www.deakin.edu.au/current-students/

Late submission

Late submission will be penalised as follows:

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<th>Definition</th>
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<td>1. “Working Day” means 9am – 5pm Monday to Friday</td>
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<th>Rules</th>
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<tr>
<td>2. Assessment tasks submitted after the advertised date of submission, without an approved extension being granted, shall receive a penalty of five percent (5%) per day for each working day late.</td>
</tr>
<tr>
<td>3. No assessment task shall be accepted more than two (2) weeks after the advertised date of submission, unless an extension has been granted or an application for Special Consideration has been submitted.</td>
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<th>Procedure</th>
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<tr>
<td>4. Students submitting an assignment for which they have been granted an extension must clearly record both the amended approval date for submission and the name of the approving staff member attached to the relevant Assignment Cover Sheet for that assessment task. This can be done by attaching a copy of the email approval for instance.</td>
</tr>
</tbody>
</table>
5. Where an application for late submission has not been negotiated prior to the advertised date of submission, late assessment tasks will only be accepted up until two (2) weeks after the due date.

6. Where an assessment has been submitted late, the Unit Chair will endeavour to provide feedback to the student in a timely manner. However, the normal arrangement where work is returned to students within 15 working days of the assignment due date will be waived.

**Academic misconduct - cheating, plagiarism and collusion**

Plagiarism and collusion constitute extremely serious academic misconduct. They are forms of cheating, and severe penalties are associated with them, including cancellation of marks for a specific assignment, for a specific unit or even exclusion from the course.

The University’s definitions of plagiarism and collusion are as follows:

- Plagiarism occurs when a student passes off as the student’s own work, or copies without acknowledgment of its authorship, the work of any other person.
- Collusion occurs when a student obtains the agreement of another person for a fraudulent purpose with the intent of obtaining an advantage in submitting an assignment or other work.

Deakin University views plagiarism and collusion very seriously and may impose significant penalties. Under its policy on plagiarism and collusion students are responsible for ensuring that:

- they are familiar with the expected conventions of authorship and the appropriate use and acknowledgement of all forms of intellectual material relevant to their discipline;
- work submitted for assessment is their own; and,
- they take all reasonable steps to ensure their work cannot be accessed by others who might seek to submit it, in whole or in part, as their own.

Whenever you refer to another person’s research or ideas (either by directly quoting or even by paraphrasing them), you MUST acknowledge your source. If you are ever in doubt about how to properly cite a reference, consult your lecturer or the academic skills website [http://www.deakin.edu.au/studentlife/academic-skills/](http://www.deakin.edu.au/studentlife/academic-skills/).

The University policy of plagiarism and collusion is available from The Guide [http://theguide.deakin.edu.au/](http://theguide.deakin.edu.au/). Regulation 4.1(1)—*Student Discipline* also contains important information regarding academic misconduct.

**Unauthorised collaboration**

Unauthorised collaboration is a form of collusion. It involves working with others with the intention of deceiving your markers about who actually completed the work. If you have collaborated with others in preparing an individual assessment item, you must disclose this to your lecturer. Assignments will sometimes be set as group work, but even in these cases generally you will still have to write up and submit your own report.

If you have any doubt as to what constitutes authorised or unauthorised collaboration, consult with your lecturer.

**Penalties**

The Assessment Panel or Faculty Academic Progress and Discipline Committee will impose a penalty on any student who is found to have committed an act of academic misconduct such as
plagiarism, collusion, examination cheating or unauthorized collaboration. These penalties can include:
- a reprimand
- a fine up to $500
- allocation of a zero mark in the relevant task (or another such mark as is appropriate)
- allocation of a zero mark in the relevant unit (or another such mark as is appropriate)
- allocation of a zero mark in other units in which the student is enrolled
- suspension of the student for up to one year
- exclusion of the student for a minimum of one year.

**Things you should never do**

There are some activities that are never acceptable in the preparation of assignments at the tertiary level. Students who engage in any of the following activities create some doubt in the mind of the reader that the student's work is original. Many of these activities leave the student open to charges of plagiarism.

Students should never:
- Submit an assignment without providing a list of references used.
- Copy one or more sentences from a reference source (book, journal, web page, etc.) without formatting the material as a quotation.
- Use data in the form of numbers, tables, graphs, diagrams or other images without citing the source of the material.
- Use program source code, even if it is freely available in the public domain, without citing the source of the code.
- Take material from reference material and paraphrase it (write it in your own words) without citing the source of the material.
- Use an idea made by another person without citing the source of the idea.

**A note from your Library:** [http://www.deakin.edu.au/library/](http://www.deakin.edu.au/library/)

Searching the Internet is a key way of finding information – especially for general and everyday topics. The Library website is a key way to find unit readings, academic journals, books, e-books, subject databases and websites that contain quality information for your study of this unit, and as research for assignments. Many of these resources are online so that you can access them on campus, at home or at work – any day, any time. The Library’s help services, in person or via email, phone or instant messaging, will assist you to make the most of library services and save research time.