Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
The Australian peoples: historical and cultural background, government and politics, attitudes and values, the law, cinema, media, cultural myths and manners, language, popular culture, folklore, art, sport, environment, current affairs and issues.
**Introduction**

Welcome to Australian Studies (HERI2002), a unit designed especially to familiarise international students with Australian society and culture.

**Aims**

- **Familiarise** international students with Australian society and culture;
- **Enable** students to experience, under guided and informed conditions, selected cultural events, institutions and places that illustrate and express elements that contribute to the construction of Australian identity; and
- **Encourage** students to compare and contrast their own cultures and national identities with that of Australia, through learning, experience, discussion, viewing and writing.

**Unit Learning Outcomes**

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Familiarise international students with Australian society and culture</td>
<td><img src="https://example.com" alt="✓" /> <img src="https://example.com" alt="🌐" /></td>
</tr>
<tr>
<td>2 Gain experience, under guided and informed conditions, selected cultural events and institutions, including galleries, museums and events</td>
<td><img src="https://example.com" alt="🔗" /> <img src="https://example.com" alt="🌐" /></td>
</tr>
<tr>
<td>3 Compare and contrast their own cultures with that of Australia, through learning, experience, discussion, conversation and writing</td>
<td><img src="https://example.com" alt="✍️" /> <img src="https://example.com" alt="🔗" /> <img src="https://example.com" alt="🌐" /></td>
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</tbody>
</table>

**Curtin's Graduate Attributes**

<table>
<thead>
<tr>
<th><img src="https://example.com" alt="착수" /></th>
<th>Apply discipline knowledge</th>
<th><img src="https://example.com" alt="💡" /></th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th><img src="https://example.com" alt=" бюро" /></th>
<th>Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com" alt="💬" /></td>
<td>Communication skills</td>
<td><img src="https://example.com" alt="💡" /></td>
<td>Technology skills</td>
<td><img src="https://example.com" alt="проведение" /></td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td><img src="https://example.com" alt="🌍" /></td>
<td>International perspective (value the perspectives of others)</td>
<td><img src="https://example.com" alt="🌍" /></td>
<td>Cultural understanding (value the perspectives of others)</td>
<td><img src="https://example.com" alt="💼" /></td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

**Learning Activities**

The unit covers concepts related to the notion of national identity, in general, and Australian national identity, in particular. It engages in an examination and discussion including the following matters: Australia's historical and cultural background; issues related to government and politics; ideas associated with attitudes and values; cinema and advertising; and cultural and national myths and icons.

Australian Studies is an integrated program with the following features:

- **Lectures** - focussed on significant aspects of Australian society, history, culture, past, present and future.
- **Tutorial** - students are encouraged to discuss issues and ask questions.
• **Study Tours** - guided visits to cultural, historical and socially significant sites and events.
• **Film** - films selected for their popular appeal as well as their relevance to the Australian cultural context.

The excursions are an integral part of Australian Studies because they engage students in learning activities that illustrate how the ideas and knowledge presented in lectures, tutorial discussions and required readings function within Australian society. Each of the excursions enables the students to see how various elements within Australia’s national identity interact and contribute to the ongoing construction of this identity as something that is not static but is continuously contested and reconstructed through imagination and dreaming.

• The **Aboriginal Cultural Study Tour** enables students to interact with, and learn from, two Noongar men and to be introduced to Noongar culture and heritage through the knowledge and experience of the original inhabitants of the land on which the students are living as visitors and on which Curtin University is built. The tour also contributes to the way in which students are encouraged to develop a critical appreciation of other topics in the Unit which examine the role that the Indigenous peoples of Australia play regarding Australian identity. Such topics include questions associated with the contemporary outcomes of colonisation and invasion, protectionism and assimilationism, collective guilt and the students’ personal experiences of attitudes expressed by non-Indigengous Australians towards Indigenous Australians.

• The **Fremantle Study Tour** demonstrates to students how a number of topics within the Unit converge in one location and illustrate how a variety of elements contribute to our understanding of the construction of Australian identity and its ongoing construction in contemporary society. Fremantle demonstrates this to the students as the tour visits, or highlights, and discusses the significance of the following topics: The Round House; Rottnest Island and its use as a prison for Aboriginal West Australians; building of the Fremantle Port; impact of the Gold Rush; immigration stories presented outside the Maritime Museum; and Explorers’ Monument (Esplanade Park). Discussing how these various events and their associated issues develop within the one location over time, enables students to develop an appreciation for the way in which national identity is constructed, contended and develops over time, and is encountered in contemporary settings.

• The **Gallery Study Tour** provides students with an opportunity to consider how national identity is expressed creatively and artistically from a variety of perspectives. The selection of the tour destination responds to the presence of local exhibitions each semester. Often, the tour benefits from the program offered by the John Curtin Gallery at Curtin University. This has enabled students to engage in a variety of exhibitions that demonstrate how artists view Australian identity through lenses shaped by multiculturalism, colonialism, ethnic and religious perspectives, the Anzac tradition and Indigenous heritage.

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**Learning Resources**

**Online resources**


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**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Paper 1</td>
<td>25 percent</td>
<td>Week: 26 August Day: Friday Time: 11.59pm</td>
<td>1,3</td>
</tr>
<tr>
<td>Short Paper 2</td>
<td>25 percent</td>
<td>Week: 14 October Day: Friday Time: 11.59pm</td>
<td>1,3</td>
</tr>
<tr>
<td>Discussion Paper</td>
<td>50 percent</td>
<td>Week: 4 November Day: Friday Time: 11.59pm</td>
<td>2,3</td>
</tr>
</tbody>
</table>

**Detailed information on assessment tasks**

1. **CRITICAL REFLECTION 1 - Short Paper**
   - Worth: 25%
   - Due: Friday 26 August
   - Word Length: 500-750 words
   
   The paper must demonstrate your ability to comprehend, explain and discuss the meaning of the key concepts included in your chosen question. It must demonstrate your understanding of how they relate to the construction of national identity, in general, and Australian identity, in particular. The paper must engage at least four sources of scholarship (journal articles and/or book chapters) that are directly relevant to the topic.
   
   1. How does Bell’s notion of mythscape assist in developing an appreciation of what is meant by Australian identity?
   2. Explain and discuss the assertion that national identity is constructed. How does this apply to the Australian context?
   3. Discuss the way in which some Australian characteristics (for example, mateship, the fair go, larrkinism) demonstrate how national identity develops, particularly the development of contemporary Australian identity.

All students must complete a declaration PRIOR to submitting their first assessment for each enrolled unit, which confirms that they are submitting their own, original work. This declaration must be made via the test provided in Blackboard.

**Turnitin Direct**

Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a **DRAFT** and **FINAL** submission.

- **The Draft** submission part will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.
- **The Final** submission part will allow only ONE submission which will be marked and late submissions
2. CRITICAL REFLECTION 2 - Short Paper
Worth: 25%
Due: Friday 14 October
Word Length 500-750 words
The paper responds to ONE of the following questions and must demonstrate your ability to comprehend, explain and discuss the question’s topic and its key concepts and how they relate to Australian identity. The assessment must engage at least four sources of scholarship (journal articles and/or book chapters) that are directly relevant to the topic.

1. What does an examination of the ways that ‘Brand Australia’ and Tourism Australia approach Australian identity reveal about the construction of Australian identity?
2. Discuss Australia’s national identity from the perspective of Indigenous Australians.
3. What have immigration and multiculturalism offered, and continue to offer, the construction of Australia’s identity?
4. Discuss how one of Australia’s myths (convict, settler, bushranger, digger, Anzac) has contributed to the construction of Australian identity and whether or not it remains a relevant part of contemporary Australia.

Turnitin Direct
Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a DRAFT and FINAL submission.
- The Draft submission part will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.
- The Final submission part will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

3. DISCUSSION PAPER - Perspectives on Australian Identity: A Discussion of Australian Identity
Worth: 50%
Due: Friday 4 November
Word Length 1500-2000 words
The paper requires you to examine and discuss one aspect of Australian identity encountered via your personal experience of living in Australia. Your paper must commence with a critical reflection about your personal experience of living in Australia. It must then examine the content of your personal reflection as it relates to specific elements within Australian identity and how it is constructed and re-constructed. Finally, you must discuss how your experience of living in Australia, as well as your knowledge about the construction of specific elements of Australia’s national identity, informs your appreciation of your own country’s national identity. The discussion should draw on the weekly readings, the reference list and your own literature search. The paper must include at least ten sources of scholarship (journal articles and/or book chapters) that are relevant to the topic.

Format:
1. Look back over your time in Australia and select an issue or topic that demonstrates some part of Australian identity which you have encountered via personal experience. The issue may have been encountered through friendships you have developed, experiences on campus, socialising or via other day-to-day activities such as using public transport, shopping, travelling or exposure to media, film advertising or art and entertainment. Examples could include your experience of how Australia treats Aboriginal Australians, encounters with Australia’s response to immigration and multiculturalism, Anzac...
Day or other days or forms of celebration, mateship or your experience of Australian myths or icons. This part of the essay considers your engagement with Australian culture and identity through an everyday process of cultural engagement and through your understanding of the Unit’s lecture and reading material. Having selected an issue, in 400 to 600 words:

1. Introduce, describe and explain your chosen issue and how you encountered and experienced that issue.
2. Explain what you discovered about the issue, Australia and yourself, and how you respond to that discovery.
3. Explain your reaction and position (what you think) about this process of discovering another culture.

2. Examine your selected issue or topic, which you described in section one, by engaging in a discussion that uses relevant material from the weekly lectures, readings, the excursions and your own literature search. Your discussion should develop a critical and coherent argument which explains what the literature say about your topic. Your argument should demonstrate how you have made meaning of your experience and developed a critical appreciation of some aspect of Australian identity. (700-800 words)

3. Explain how the process of learning about Australian identity has challenged, informed or reshaped your understanding of, and attitude towards, some element within your own nation’s identity. This explanation should include a discussion of literature that is relevant to the topic in your country. (400-600 words)

**Turnitin Direct**

Assessments must be submitted via the relevant Turnitin Direct submission point in Blackboard, which will have two parts to allow for a **DRAFT** and **FINAL** submission.

- The **Draft** submission part will allow ONE submission, for which you will receive formative feedback from Turnitin in the form of an Originality report. This submission will NOT be marked.
- The **Final** submission part will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

**Pass requirements**

There are two requirements to achieve a ‘pass’ grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a ‘Fail-incomplete’ grade for the unit irrespective of the mark achieved.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm
Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Students may use the referencing style that is most familiar to them.

More information on this referencing style can be obtained at http://libguides.library.curtin.edu.au/referencing

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

- In Semester 1, the Unit examines Anzac Day (25 April) on the day following Anzac Day so that students have the opportunity to experience Anzac Day prior to our discussion of its history, place and meaning for Australia's nation identity.
- Critical Reflection 1 now focuses on foundational ideas within the Unit: mythscape, the construction of national identity, and prominent Australian characteristics. These topics are offered in the first assessment because they should be used by students in the subsequent assessment items.
- The assessment descriptions state that assessment items 1 and 2 require at least four scholarly sources (journal articles and/or book chapters) and assessment item 3 requires at least ten academic sources. This matches the provided criteria sheets and it demonstrates that students are to complete their assessments by combining personal experience and critical thinking with knowledge obtained through reading academic literature and scholarly research.
- Scholarly sources are clearly defined by the assessment descriptions as journal articles and/or book chapters. Web pages will not be accepted as scholarly sources. Web pages, however, may be cited and referenced in addition to these scholarly sources if they are used to as evidence or to illustrate a point within an argument or explanation of a topic or issue.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Assessment Due</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>Introduction to Australian Studies</td>
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<tr>
<td>2.</td>
<td>8 August</td>
<td>Considering National Identity and Australianness</td>
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<td>3.</td>
<td>15 August</td>
<td>The John Curtin Gallery Study Tour</td>
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<td>4.</td>
<td>22 August</td>
<td>Historical Overview</td>
<td>Critical Reflection 1 Due Friday 26 August</td>
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<td>5.</td>
<td>29 August</td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>6.</td>
<td>5 September</td>
<td>Study Tour: Wadjuk Bidi Kaarta Koomba (Aboriginal Cultural Program, Kings Park)</td>
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<td>7.</td>
<td>12 September</td>
<td>Anzac</td>
<td></td>
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<td>8.</td>
<td>19 September</td>
<td>Immigration &amp; Multiculturalism</td>
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<td>9.</td>
<td>26 September</td>
<td>Tuition Free Week</td>
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<tr>
<td>10.</td>
<td>3 October</td>
<td>Issues in Contemporary Aboriginal Australia</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Hollinsworth, D. 2014. &quot;Unsettling Australian Settler</td>
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<td></td>
<td>Date</td>
<td>Activity</td>
<td>Reading</td>
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<tr>
<td>12.</td>
<td>17 October</td>
<td><strong>Fremantle Study Tour</strong></td>
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<td>15.</td>
<td>7 November</td>
<td><strong>Study Week</strong></td>
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<tr>
<td>16.</td>
<td>14 November</td>
<td><strong>Examinations</strong></td>
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<tr>
<td>17.</td>
<td>21 November</td>
<td><strong>Examinations</strong></td>
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