

AN368 Australian Culture and Society

Syllabus

Course Description

This course aims to provide a thorough introduction to Australia thereby enabling a student to progress along a continuum of knowledge and experiences so that they can:

- 1) form a basic understanding and a familiarity with Australian culture;
- 2) proceed to a deeper level of informed comparative analysis of the differences and similarities between Australia and their own culture;
- 3) ultimately experience a sense of cultural immersion, which draws on the relationships between the academic program, the internship experience and daily interactions that occur while the student is living, working and studying in Australia.

For the purposes of AN368 these aims are met through a range of academic experiences including lectures, seminars, field trips, undertaking an ethnographic study and producing a substantive research paper on an aspect of Australian culture. The material covered in the course includes historical, geographical, political, economic and socio-cultural perspectives.

There is a major focus on Australia's global and national development as a multicultural nation with European roots, traditional western alliances and a contested future in the Asia-Pacific region. The themes of continuity and change in relation to the Aboriginal population are looked at in some detail. Other major issues to be covered include the following:

- Australia's immigration and refugee policies
- the future of the historical relationship with the British monarchy and the possibility of eventually becoming a republic
- the forging of closer economic and political ties with Asian nations
- Australia's strategic relationship with the US with a particular focus on the war against terror and the ongoing conflicts in the Middle East
- the continued debate over the development of a distinctive Australian culture and identity
- the impacts, both positive and negative, of Australia's legacy from the economic shocks caused by the GFC and the COVID epidemic, and increased our continued reliance on China as a consequence of the uneven outcomes of the commodities boom

Hub Learning Outcomes

The AN368 course satisfies the following Hub Learning Outcomes:

Capacity: Philosophical, Aesthetic and Historical Interpretation

Area: Historical Consciousness – one unit

In AN368, students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.

Students will demonstrate an ability to interpret primary source material using a range of interpretive skills and situating the material in its historical and cultural context.

Students will develop knowledge of Indigenous culture and religious traditions, British colonization and its legacies, the experiences of the frontier, political and socio-economic influences, and how Australian culture has changed over time.

Capacity: Diversity, Civic Engagement and Global Citizenship

Area: Global Citizenship – one unit

The AN368 course provides opportunities for students to learn about diversity in Australia, and examine their own world-views and beliefs in relation to Australian society and the lived experience of individual Australians.

Capacity: Intellectual Toolbox

Area: Research and Information Literacy – one unit

The AN368 course contains opportunities for traditional research experiences, as well as an ethnographic project, during which the fundamentals of the ethnographic research method are taught.

Program Learning Outcomes

The AN368 course also supports the following Program Learning Outcome:

Demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media.

Course Lecturers and Tutors

Peter Barnes (PB)

Peter Barnes is a visual artist and academic who has held teaching positions at the University of Newcastle and most recently the University of Sydney, where he was a PhD candidate. His research interests focus on the interaction between the fields of visual art and popular culture. He has held solo and group exhibitions in Australia, and recently co-curated the exhibition *Living Elvis* at the RMIT Gallery at RMIT University, Melbourne. Peter worked with the Historic Houses Trust of NSW for a number of years, holding positions at the Museum of Sydney, Hyde Park Barracks Museum and The Mint.

Claire Bridges (CB)

Claire Bridges is a Boston University School of Engineering alumnae who attended BU Sydney in 2014. After moving to Sydney in 2015, Claire continued to develop her passion for science and medicine in the clinical, industrial, and research spaces through a variety of careers and study. Claire is a perioperative Registered Nurse and Authorised Nurse Immuniser, has worked as a clinical consultant for Stryker, and teaches at a number of universities in Sydney. Currently undertaking a PhD in biomedical engineering at the University of New South Wales, Claire's research focuses on molecular changes to the blood vessel wall during diabetes and potential biomaterials for treatment.

Mark Connellan (MC)

Mark has been the Director of the BU Sydney Program since 2004 and has taught the AN368 course since its inception in 1992. He has been a part-time Lecturer in Social and Policy Studies in Education at the University of Sydney. He has also lectured in Sport, Leisure and Youth Policy and as a guest lecturer in Gender Studies also at the University of Sydney. His research interests include identity politics, youth cultures and studies in gender/masculinity. Mark has been Co-chair of the Olympic Studies Group at the University of Sydney and for nine years was the Executive Vice-President of Sydney University Sport.

Steve Georgakis (SG)

Dr Steve Georgakis was appointed to the University of Sydney in 2002 and has a long standing interest and passion in physical education and school sport, teacher education, history and sociology of sport and pedagogy for learning. He is the current director of the Health and Physical Education Program and has taught in all undergraduate teaching programs in the faculty, including primary undergraduate, primary and secondary Master of Teaching, double degree, general education, Online Learning Environment and study abroad. The author of more than 50 academic publications, he has published on wide and varied aspects of physical education and sports studies including archaeology, history, sociology, pedagogy both comparative and international.

Charlotte Greene (CG)

Charlotte has worked in the BU Sydney library and as an assistant lecturer in the AN368 course since 2014. She holds a BA in Government from Smith College, an MA in International Relations from the University of New South Wales, an MA in Information and Knowledge Management from the University of Technology, Sydney, and a PhD in History from the University of Sydney. Her Doctoral dissertation was on the White Australia Policy.

Anthony Hughes (AH)

Anthony Hughes has been a lecturer in the School of History and the Faculty of Law at the University of New South Wales for a number of years. He has written widely in the area of social and cultural history – particularly in the arena of sport and including work on the Jewish community in Australia. For several years, Dr Hughes edited and produced articles on cultural and historical issues for the Irish Echo. Dr Hughes was born in Ireland and migrated to Australia with his family in 1970. He has been a member of the Chair for Modern Irish Studies Committee at UNSW since its inception and was Executive Officer of the UNSW Centre for Olympic Studies from 1996 until its closure in 2004.

Andrew Mack (AM)

Andrew Mack's early training and career was as a wool-textile technologist and quality controller. He then taught political economy and sociology at the South Australian Institute of Technology. He subsequently moved into a career as advisor to a former South Australian Minister for Industrial Relations, and the Minister for Health in the Australian Federal Government. This was followed by a career as industrial officer and federal official with the Theatrical and Amusement Employees' Association, latterly the Media and Entertainment Arts Alliance. He has taught Masters and Honours Courses at the School of Politics and International Relations at Macquarie University. He holds a post-graduate degree from Adelaide University on the Kaleckian Theory of Business Cycles. He received his PhD from the University of Sydney's School of Economics and Business Studies; his focus was on Colonial and Post-colonial Regimes of Capital Accumulation and Labour Regulation in Indonesia. His personal interests include surfing, playing tenor saxophone and flute for the BU rock band 'The Dirty Mack', and woodwinds for a sax/woodwind chamber orchestra.

Jennifer Newman (JN)

Jennifer Newman is a Wiradjuri woman from central New South Wales. She has taught in the Boston University Program since its inception in 1992. Jennifer has also lectured in Aboriginal and Torres Strait Islander Studies, most recently at the Australian Catholic University, and at the University of Technology, University of Western Sydney and Macquarie University. She has been a guest lecturer in the Rollins College and Butler exchange programs for a considerable time as well.

Instructional Format, Course Pedagogy, and Approach to Learning

Readings

In general, there will be one or more set readings on the Blackboard for the whole class for each lecture. From time to time additional readings will be posted in the week preceding the relevant class. Every attempt is made to provide a balanced treatment of the subject matter through the provision of readings that approach each issue or topic from particular methodological and disciplinary perspectives. Check below for the relevant readings for each class. **ONLY READINGS 1 TO 10 ARE COMPULSORY.** The other readings provide an opportunity for those who are interested to look more deeply into particular topics

Lectures

The lectures will generally be two to three hours in duration. There will be opportunities for questions either throughout the lecture or in time set aside at the end. The module lecturers will indicate which of these approaches, or combination of approaches, they prefer. **All core lectures will be held in Theatre One at the Boston University Sydney Centre.**

AN368 Field Trip

Wednesday's field trip will be a guided walking tour around major sites from Colonial Sydney.

For transport to **the Customs House (Groups 3,4 and 7)** you can catch any bus, tram or train to Circular Quay and walk to the far eastern end of the Quay – the Customs House is the imposing sandstone building facing Sydney Harbour across a large open courtyard.

For transport to the **Hyde Park Barracks (Groups 2,5 and 6)** you can choose to walk up through Central Sydney to Hyde Park and then to the extreme northern end of the park (past the large Archibald Fountain). The end of the park is where Macquarie Street begins and the Barracks is across on the right-hand side as soon as you exit the park. Or you can catch a bus down to Market Street or Martin Place and walk up either to Macquarie Street.

Cultural Field Trips (times to be confirmed)

As part of the Ethnographic Field Study requirement you will be asked to attend 2 field trip sessions (each of 3 hours duration over Wednesday, Thursday and Friday of Week Three). Tour descriptions and a sign-up schedule will be provided at the beginning of Week Two.

Tutorial

Students will attend a tutorial as part of this course. They will be assigned to a tutorial group and there will be seven groups in total. The tutorials will be held in week 2 and the subject matter and timing will be as follows:

Modules

Six modules will be offered in weeks 4 and 5. A brief description of each module appears below:

A. Aboriginal Australia (Jennifer Newman) - The indigenous people of Australia, most commonly known as the Aboriginal people, are considered to be the world's longest continuing civilization. Western pre-historians and archaeologists now date Aboriginal occupation of the continent back to more than 50,000 years ago. In Aboriginal cosmology this is a somewhat irrelevant detail. What matters to these people is their ongoing connection to the land and the way that this relationship has shaped their existence. This module will examine the most important elements of Aboriginal culture both in traditional and contemporary settings. The central theme will involve looking at how aboriginality has managed to survive just over 230 years of European contact by balancing the need for continuity and the impact of change. Field trips will examine aboriginal culture in particular settings with the aid of aboriginal guides.

*See Readings 1, 2, 3, 17, 18, 19 and 20 (additional readings will be provided on the Blackboard)

B. Australian Cultural Transmissions (Anthony Hughes) - Australia began its existence as a European nation as very much a "Child of the Empire". However, as an immigrant nation it has played host to a vast array of cultural influences that have gradually worn down and re-defined the country's Anglo-conformist traditions. The Irish were the first group to challenge the dominant culture and they have been followed by many other significant groups such as the Chinese, Italians and Germans who have added to Australia's developing sense of ethnic diversity. The development of a multicultural society has recently been somewhat overshadowed by the new politics of globalization that has seen specific cross-cultural influences through the spread of media and communications dominating. In this case the power of ethnicity has given way to the idea of "hybrid" expressions of national identity. This module examines both these old and new forms of cultural transmission and their respective impacts on Australian culture. Field trips will involve examining particular ethnic groups and neighbourhoods.

*See Readings 27, 28, 29 and 30 (additional readings will be provided on the Blackboard)

C. Australian Sporting Traditions (Steve Georgakis) - Australia as a sporting nation punches well above its weight in a wide variety of sporting pursuits. It is one of only two countries to attend all of the Modern Olympic Games (the other being Greece). It placed 5th or better on the Olympic Medal tables for the decade following Sydney 2000, and has won recent World and Olympic Championships in Cricket, Field Hockey, Rowing, Rugby, Swimming, Water Polo and Women's Basketball. What makes Australia such a "Paradise of Sport" and does the country suffer from being in the grip of "Saturday Afternoon Fever"? The module will look at how this fanatical enthusiasm for sport developed from strong historical antecedents and why it remains so strong today.

*See Reading 31 (additional readings will be provided on the Blackboard)

D. (Un)Popular Cultures (Peter Barnes) - Australia's international and national identity has largely been constructed around popular images of the beach (the bronzed Aussie), the bush (the man from Snowy River), the sporting hero (Don Bradman), and the outback (the pioneer or the noble aboriginal). While there are strong historical reasons for the production of these representations, the images no longer accurately reflect the complexity of contemporary Australia. Since the 1950s Australian national identity has been influenced by a succession of developments in popular culture, many imported from outside of its national boundaries. This module will examine a number of these movements, analysing the way in which various youth movements, or subcultures, have appropriated 'foreign' influences to produce new and unexpected expressions of Australian cultural identity. (Un)Popular Cultures will focus on a selection of Australian subcultures – Rockabilly's, Yobbo's, and Bogan's – and a variety of contemporary Australian cultural forms – street art, car culture and popular music. The lecture program will develop a number of concepts to situate and discuss these movements, providing students with an analytical framework with which to describe Sydney's contemporary urban tribes – the Mods, Wogs, Emos, Psychobilies, Skaters, Bra-boys and Drag Kings which will be examined in class presentation and essay assignments. *See Readings 13 and 30 (additional readings will be provided on the Blackboard)

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

F. Business Culture in Australia will be offered by Mark Connellan during the module period.

Assessment	Due	Description
Quiz Weighting =10%	Week 2 -	The quiz will be an objective knowledge test on the historical readings (1 to 10 inclusive) assigned in weeks one and two. It is an open book exercise.
Ethnographic Field Study Proposal - Weighting =10%	Week 4 -	The format for the proposal will be covered in detail in the January 30 lecture. It will be submitted via Blackboard.
Module Presentation and Summary Weighting = 20%	Week 5-	In the module seminars students will be required to present on a topic/question of relevance (the lecturer will specify which one). All presentations will be held at the Boston University Sydney Centre. Presentation topics will be discussed at the beginning of week 4 of the course. You will have the opportunity to sign-up at that time.
Ethnographic Field Study Weighting = 30%	Week 6 -	Details of this task will be provided in the January 30 lecture Standard academic conventions must be used with all references cited whenever they are used in the text. A bibliography should be included. Style guidelines are available (see the handbook) if required but the utility and consistent application of the method employed is the main concern. Under no circumstances can work for another course be submitted for this course.
Final Examination Weighting = 30%	Week 6 -	The Exam will be open-notes and will consist of two essay questions - one compulsory and the other to be chosen by the student.

Community of Learning: Class and University Policies

Course Matters

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

Late Work

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Outline of Class Meetings: Date, Topic and Readings

Core Lecture topics and set readings (numbers relate to the Blackboard)

Lectures	Topic	Readings
1	Mapping Australia	<p>Reading One: Mulvaney, J., and Kamminga, J., 'The Original Australians' in <i>Prehistory of Australia</i>, Allen and Unwin, Sydney, 1998.</p> <p>Reading Two: Hinkson, M., 'Seeing the Past in the Present' (introduction), in <i>Aboriginal Sydney</i>, Aboriginal Studies Press, Canberra, 2001.</p> <p>Reading Three: Curthoys, A., 'Indigenous Subjects' in Schreuder, D. and Ward, S. (eds), <i>Australia's Empire</i>, OUP, New York, 2008.</p> <p>Reading Nine: Flannery, T., <i>The Explorers</i>, Text Publishing, Melbourne, 1998, (Introduction and select documents).</p>
2	Colonial Traditions	<p>Reading Four: Hughes R., 'The Harbor and the Exiles' (chapter 1), in <i>The Fatal Shore</i>, Collins, Harvill, London, 1987.</p> <p>Reading Five: Roberts, D. '26 January 1788: The Arrival of the First Fleet and the 'Foundation of Australia', in Crotty, M. and Roberts, D. (eds.), <i>Turning Points in Australian History</i>, UNSW Press, 2009.</p> <p>Reading Six: Karskens, G., 'The Camp, The Canvas' (chapter 3), in <i>The Colony</i>, Allen & Unwin, 2009.</p> <p>Reading Seven: White R., 'Hell Upon Earth' (chapter 2), <i>Inventing Australia 1688-1980</i>. Allen and Unwin, Sydney, 1981.</p>

3	New Nationhood	Reading Eight: White R., (Op. Cit.), 'A Workingman's Paradise?' (chapter 3). Reading Ten: White R., (OP. Cit.), 'Bohemians and the Bush' (chapter 6).
4	"An Unloved People"	Notes/Readings to be placed on Blackboard in the week prior to the class.
5	Other Voices	Notes/Readings to be placed on Blackboard in the week prior to the class.
	Ethnographic Research and Topic Development	Notes/Readings to be placed on Blackboard in the week prior to the class.
6	A Lucky Country?	Notes/Readings to be placed on Blackboard in the week prior to the class.
7	Geography or History?	Notes/Readings to be placed on Blackboard in the week prior to the class.
8		Ethographic Field Study completion day.