

G&ES 307: Australia – Fall 2016

2:00-3:15 p.m. Tuesday and Thursday, Advanced Sci and Tech Hall 152

Prof. Stentor Danielson

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Office hours: Official office hours are Monday and Wednesday 11:00 a.m.-1:00 p.m, and Tuesday and Thursday 10:00 a.m.-noon. My door is generally always open when I am in the office, and I welcome students anytime I'm in.

About this class

Australia has many identities – a spiritual homeland, a harsh wilderness, a gaol, a land of modern convenience, a land of harsh oppression, a place of natural wonder, and a backwards antipode to normal life. In this class we will explore the physical and human processes that have shaped the nation of Australia and evaluate the possibilities for its future.

Outcomes

By the end of this course, a successful student will be able to:

- Describe and explain the geological, climatological, and ecological characteristics of Australia
- Understand and appreciate the distinctive worldview and practices of pre-contact and modern Aboriginal culture
- Trace the development of white Australian identity and relationships to the land since 1788
- Explain and evaluate the major social and political issues facing Australia today, including immigration, environmental conservation, economic development, and cultural issues

This course addresses the following departmental outcomes:

- 1.1. Each graduate will deliver oral presentations, demonstrating the ability to effectively communicate discipline-specific concepts
- 1.2. Each graduate will write scholarly papers using acceptable format and organization with proper citations to appropriate literature.
- 1.3. Each graduate will actively participate in collaborative projects and in academic field trips
- 1.4. Each graduate will demonstrate professionalism and integrity in his/her academic conduct
- 1.5. Each graduate shall develop the ability to respect and integrate diverse worldviews in problem-solving frameworks
- 2.1. Each graduate will demonstrate the ability to develop valid research questions and hypotheses
- 2.3. Each graduate will demonstrate the ability to solve open-ended problems using scientific methodology
- 2.4. Each graduate will develop the ability to make informed, scientifically-based decisions regarding environmental issues
- 4.1. Each graduate will demonstrate an understanding of physical features and patterns of the physical environment
- 4.2. Each graduate will demonstrate an understanding of features and patterns of the human environment
- 4.3. Each graduate will demonstrate an understanding of concepts such as absolute and relative location, proximity, separation, direction, region, hierarchy, density, and dispersion, and

methods that are used to describe and analyze spatial patterns

- 4.5. Each graduate will demonstrate an understanding of major spatial features and patterns in the natural environment such as those relating to climate, oceans, soils, landforms, and vegetation
- 4.6. Each graduate will demonstrate an understanding of the major processes, such as evolution, atmospheric circulation, weathering and erosion, ocean currents, plate tectonics, and volcanism that shape patterns in the natural environment.
- 4.7. Each graduate will demonstrate an understanding of the major spatial features and patterns in the cultural environment such as language, religion, and agriculture and economic, political, and demographic regions
- 4.8. Each graduate will demonstrate an understanding of the major processes such as settlement, migration, trade, technological development, diffusion, and landscape transformation that shape cultural patterns

And the following university-wide outcomes:

- Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies. (1)
- Critical Thinking and Problem Solving: Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives--mathematical, scientific, and humanistic. Apply this information literacy to contemporary challenges. (2)
- Values and Ethics: Demonstrate an understanding of how the values of personal integrity, cooperative action, and respect for diversity influence one's own behavior and the individual and group behavior of others. (3)
- Social Awareness and Civic Responsibility: Use knowledge of evolving human institutions and of diverse cultural and historical perspectives to interact effectively in a variety of social and political contexts. (4)
- Global Interdependence: Act with an understanding of the cultural, socio-economic, and biological interdependence of planetary life. (5)
- Personal Development: Demonstrate intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth. (6)
- Professional Proficiency: Apply knowledge and skills to meet professional competencies within a specific discipline. (8)

Assignments

General assignments policies

All written assignments must be handed in at the beginning of class on the day they're due. Assignments will be docked 5% of the assignment's total grade for each 24 hours or part thereof they are late, unless a documented unforeseeable excuse is provided. Since you have the entire semester's schedule now, please plan your time so as to complete all assignments early, so that you are prepared if something unexpected happens.

All information you acquire from sources other than your own creativity must be appropriately cited. I prefer APA style (see the library website for details), but any complete and consistent citation format is acceptable. I expect students to exercise critical judgment in evaluating sources, both from the internet and from the library. If you have any questions about sources or citations, please talk to me before the due date – I would rather have you do it right than lose points for doing it wrong.

1. Map quiz

On Sept 29, the second half of the class will be taken up by a quiz on important locations in Australia. There is a blank map posted on D2L. For the quiz, I will simply give you a copy of this map and ask you to label all of the locations on it. For the map quiz, you will be expected to know the locations of the following places:

New South Wales, Victoria, Queensland, Australian Capital Territory, South Australia, Northern Territory, Western Australia, Tasmania, Gulf of Carpentaria, Cape York Peninsula, Torres Strait, Bass Strait, Arnhem Land, The Kimberley, Great Dividing Range, Australian Alps, Blue Mountains, Nullarbor Plain, Sydney, Brisbane, Canberra, Melbourne, Adelaide, Hobart, Perth, Darwin, Alice Springs, Murray River, Darling River

2. Current Events

For the course of this semester, I expect students to keep up with the current news in Australia. (This may require some additional work on your part – for example, if you read a story that talks about “superannuation,” you may need to do a bit of searching to figure out what that means.) Below are some suggested Australian news sources that may carry interesting news. Whether you read from these sources or others, I expect you to exercise critical judgment about the source.

Sydney Morning Herald: <http://www.smh.com.au>

The Age: <http://www.theage.com.au/>

The Australian: [http:// www.theaustralian.news.com.au/](http://www.theaustralian.news.com.au/)

Australian Broadcasting Corporation: <http://www.abc.net.au/news/australia/>

When you find a news story that reflects in some way on something we have talked about in class, you may earn a Current Events Point by presenting that story to the class. At the beginning of each class period, I will have an open call for current events. Anyone will then have an opportunity to present an article to the class, summarizing what the article was about and explaining why it should be of interest to your classmates. Each article you present will earn you one CE point. You can earn a maximum of one CE point per class period, and a maximum of 5 CE points per half of the semester (Weeks 1-8, and Weeks 9-15). Your final grade will be the percent of CE points out of the maximum 10 for the semester that you earned.

3. Famous Australian report

Each student will select (on a first-come, first-served basis) a famous Australian to research. Your report on this person should describe:

- The basic facts of their biography and the nature of their notable accomplishments
- How are they regarded by contemporary Australians – as a hero? A villain? Forgotten?
- What does this person's life tell us about being Australian?

Your report should be approximately 1500 words long, with a clear thesis statement, and a bibliography in APA format.

Following is a list of suggested individuals. I am open to other possibilities, but note that current celebrities (actors, musicians, etc) will not be allowed.

Faith Bandler, Bennelong, Arthur Boyd, Donald Bradman, Bob Brown, Victor Chang, Ben Chifley, Caroline Chisholm, Jill Kerr Conway, Edith Cowan, John Curtin, Edward

Dunlop, Slim Dusty, Howard Florey, Errol Flynn, John Flynn, Dawn Fraser, Malcolm Fraser, Cathy Freeman, Vida Goldstein, Germaine Greer, Pauline Hanson, Edward Hargraves, Barry Humphries, Ruby Langford Ginibi, Norman Lindsay, Ned Kelly, Elizabeth Kenny, Charles Kingsford Smith, Henry Lawson, Vincent Lingiari, Eddie Mabo, John MacArthur, Mary MacKillop, Lachlan Macquarie, Robert Menzies, Rupert Murdoch, Albert Namatjira, Banjo Patterson, Noel Pearson, Pemulwuy, Charles Perkins, Arthur Philip, Margaret Preston, Peter Singer, Truganini, Gough Whitlam, Judith Wright

4. Group research assignment

Australia faces a variety of important issues that will shape its success as a land, a nation, and a people. Imagine that you have the opportunity to address a coalition of political, business, civil society, Aboriginal, and other leaders who have gathered to discuss Australia's future. You will be assigned to a group of 4-5 students for this project. Each group will investigate a major issue of their choice that affects Australia. The group will prepare a 10-minute presentation to the class on our last day, outlining their findings and their proposed solution, and hand in a 5-page briefing paper covering the same material.

5. Final exam

The final exam will be a combination of short-answer and essay questions covering all of the class material from the semester.

6. Participation

Interaction with other students is a vital part of upper-level social science study. I hope that our classes will feature substantive, critical discussion of the material in the readings as well as relevant ideas from your other experience and the world around us. On the day of the final exam, you must hand in a report of up to 500 words telling me what grade you believe you deserve for your class participation, and giving a justification for that grade. Your justification should give an overview of what you feel has been your level of participation in class discussions, as well as highlighting at least two specific contributions you made to the class. By specific contributions, I mean something like "During our discussion of the Stolen Generations, I pointed out how the focus on an official apology actually limited the government's responsibility for reparations." Your grade will be based both on your report as well as my own notes on students' participation during class, so there is no guarantee you will receive the grade that your report asks for. Note that commenting on other students' posts to the class blog can be a form of participation that you may wish to discuss in your paper.

Grading

The final grade for this class will consist of:

- 5% Map quiz
- 10% Current Events
- 15% Famous Australian report
- 15% Group assignment presentation
- 20% Group assignment written report
- 20% Final exam
- 15% Participation

Attendance and Preparation

Australia is a complex subject, and no manageable set of readings can cover all of the information that I think is important to highlight on each topic. I expect all students to attend every class, because class lectures and discussions will be key to learning the material. You should come prepared to talk about the readings. I will occasionally pose problems for you to investigate between classes. While these problems are not factored into your grade, I expect you to put in substantial time working on them so that we can have a productive class when we reconvene.

I assume that all members of this class are adults who have chosen to take this class because you are interested in learning about Australia. Therefore, behavior that is disruptive to your own learning or that of others will not be tolerated, and you will be asked to leave. Such behavior includes: eating, smoking, sleeping, working on work for other classes or personal business, talking about topics other than Australia, and the use of non-approved electronic devices (iPods, laptops, cell phones, etc. – all cell phones must be *turned off* when you enter the class and remain off until you leave).

Special Needs

Your ability to master the class material should not be hindered by anything other than your own effort. If you have a disability, health issue, outside responsibility, or other concern that may affect your ability to succeed in this class, do not hesitate to contact me or the university's Office of Disability Services (738-4877, 105 University Union), and we will work together to find an accommodation for you.

Slippery Rock University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.sru.edu/offices/diversity-and-equal-opportunity/sexual-misconduct-and-victim-resources>.

Changes

While this syllabus is very detailed and specific about timelines, I reserve the right to make changes in the event of inclement weather or other unforeseen circumstances, and will notify students of them in class and/or by email at the earliest opportunity.

I am the instructor of record for this class. Only the instructor of record may properly grade coursework and issue midterm and final grades.

Readings

The readings for this class will come from two books (available in the book store) and articles placed on electronic reserve or found online. You are expected to have thoughtfully read each week's readings by the beginning of the week. Many weeks have fairly large reading loads, so plan ahead and don't wait until the weekend before to start reading.

Elder, Catriona. 2007. *Being Australian: narratives of national identity*. Crows Nest NSW: Allen & Unwin.

Weir, Jessica K. 2009. *Murray River Country: an ecological dialogue with traditional owners*. Canberra: Aboriginal Studies Press.

One good strategy for thoughtful reading is called the “yes, no, hmm” method. That is, after finishing the article you should come up with at least one important thing you think the author got right (“yes”), one thing the author got wrong (“no”), and one thing the author said that prompted you to think more deeply and go beyond the text (“hmm”). I expect all students to participate in class discussions, so thinking about the reading in this way will ensure that you have something to contribute.

I reserve the right to add graded response papers to the class if it becomes apparent from class discussions that a substantial number of students are not doing the reading, or not doing it thoughtfully.

Desire2Learn

I will use the D2L system to distribute assignments, and to send messages about the class. Students should make sure that they are able to log in to the class's D2L site as well as the electronic reserves for this class on the library website. It is your responsibility to contact ITS or the library if you have a problem. You are also responsible for checking your SRU email account daily, as I will be sending class emails through D2L to those addresses.

Academic Honesty

Cheating (any method for getting the correct answers other than knowing the material yourself) and plagiarism (representing others' work as your own) will not be tolerated, and I will be alert for signs of both. In your papers, any idea that you take from any person other than yourself must be properly cited, and any words or phrases that you take from others must be clearly marked as quotations. You may discuss ideas with your classmates, or get help proofreading, but all of the writing must be your own. On the first instance of cheating or plagiarism, you will receive a zero for that assignment. On the second instance, you will receive a zero for the course. Review the section in your Student Handbook on Academic Honesty for a more detailed explanation of the university's procedures for handling cheating and plagiarism.

Schedule of Topics and Readings

Week 1, Aug. 30 and Sept 1: Introduction to Australia

What kind of a country is Australia? What are the major issues facing Australia?

Elder, Introduction and Chapter 1: Imagining nations: telling national tales, pp. 1-39

Langford, Ruby. 1989. “You are my sunshine” from *Don't take your love to town*. Sydney: Penguin Books, pp. 3-13 [E-Reserve]

Lawson, Henry. 1892. “The bush undertaker” and “The drover's wife,” from *The bush undertaker and other stories*. pp. 11-25. [E-Reserve]

Week 2, Sept. 6 and 8: Geology of Australia

How did the physical environment of Australia form? How has it been affected by humans?

Archer, Michael, Ian H. Burnley, John R. Dodson, Ronnie Harding, Lesley Head, and Peter A. Murphy. 1998. *From plesiosaurs to people: 100 million years of environmental history*. Canberra: Environment Australia. <http://tinyurl.com/h9po6t5>

Week 3, Sept. 13 and 15: Australia's Creatures

How did Australia's distinctive wildlife arise? How is it changing today?

Dickman, Christopher. 2007. *A fragile balance: the extraordinary story of Australian marsupials*. Chicago: University of Chicago Press, pp. 13-21 and 123-140. [E-Reserve]

Week 4, Sept. 20 and 22: The First Australians

How and when did the ancestors of the Aborigines arrive in Australia? How did they shape their new land?

Mulvaney, John, and Johan Kamminga. 1999. *Prehistory of Australia*. St. Leonards, NSW: Allen & Unwin. Chapters 7 and 9, pp. 103-112 and 130-146. [E-Reserve]

Roberts, Richard G, Timothy F. Flannery, Linda K. Ayliffe, Hiroyuki Yoshida, Jon M. Olley, Gavin J. Prideaux, Geoff M. Laslett, Alexander Baynes, M. A. Smith, Rhys Jones, and Barton L. Smith. 2001. New ages for the last Australian megafauna: continent-wide extinction about 46,000 years ago. *Science* 292 (5523): 1888-1892. [E-Reserve]

Head, Lesley M. 1996. Headlines, songlines and timelines. *Meanjin* 55 (4)
<http://tinyurl.com/2c5fvuo>

Week 5, Sept. 27 and 29: British Colonization

Why did the British settle in Australia? What sort of society did they create?

Matra, James Maria. 1783. A proposal for establishing a settlement in New South Wales. [D2L]

Lord Sydney. 1787. Heads of a plan. [D2L]

Hughes, Robert. 1988. *The fatal shore: a history of the transportation of convicts to Australia, 1787-1868*, Chapter 6, pp. 158-202. [E-Reserve]

Elder, chapter 2: The working man is everywhere: class and national identity, pp. 40-64

Map quiz on Thursday.

No Class October 4 – Fall Break

Week 6, Oct 6: Australia in Asia

How has Australia managed its relationships with its Asian neighbors?

Elder, Chapter 5: White Australia meets multiculturalism: ethnicity and nation, pp. 115-146

Week 7, Oct 11 and 13: Aboriginal Culture #1

Who are the Aborigines? How do distinctive features of Aboriginal culture like the Dreaming and kinship systems shape their way of life?

Weir, Chapter 1: Narratives and their relations

Dousset, Laurent. 2002. Kinship: an introduction (part 4: Australian Aboriginal kinship and social organization). AusAnthrop.net <http://tinyurl.com/2bx22qc>

Hume, Lynne. 2004. Accessing the eternal: dreaming “the Dreaming” and ceremonial performance. *Zygon* 39 (1): 237-258. [E-Reserve]

Week 8, Oct 18 and 20: Aboriginal Culture #2

What does the land mean to Aboriginal people? How are they preserving their connections in the face of disruptions to their traditional culture?

Elder, Chapter 6: The myth of *terra nullius*: indigeneity and nation, pp. 147-180

Weir, Chapters 3, Connectivity, loss, and resilience

Behrendt, Larissa Y. 2006. The urban Aboriginal landscape. In Anderson, K., R. Dobson, F.

Allon, and B. Neilson (eds), *After sprawl: post-suburban Sydney*. E-Proceedings of Post-Suburban Sydney: The City in Transformation Conference, Centre for Cultural Research, University of Western Sydney, Sydney, NSW, pp. 1-8.
<http://tinyurl.com/25jw69e>

Week 9, Oct. 25 and 27: Contemporary Indigenous Issues

What issues face Aboriginal people today? How are they engaging with these problems?

Weir, Chapter 4: Setting the negotiation table

Weir, Chapter 5: Murray Lower Darling Indigenous Nations

Commonwealth of Australia, 1997. *Bringing them home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander children from their families.*

Personal stories from the report: <http://tinyurl.com/bncor7n>

Famous Australian report due Oct 27

Week 10, Nov 1 and 3: The Bush

What does “the bush” mean to white Australians? How has it shaped the country's identity?

Elder, Chapter 8: The heart of the country: place, space, and land, pp. 212-238

Weir, Chapter 2: Water management in the Murray-Darling Basin

Week 11, Nov. 8 and 10: Gender and Sexuality

What do Australians think about sex? What role have gender and sexuality played in shaping Australian culture?

Elder, Chapter 3: The invisible woman: gender and nation, pp. 65-92

Elder, Chapter 4: Populate or perish: sexuality and nation, pp. 93-114

Thomas R. Lovett. 2008. Australian culture – mateship and a fair go. <http://tinyurl.com/nzu754>

Week 12, Nov. 15 and 17: Fire and People

What is the role of fire in shaping Australia's ecology? How have people managed Australia's fires? What is the “sea change” and “tree change”?

Pyne, Stephen J. 1995. Fire flume (Australia). In *World fire: the culture of fire on Earth*, pp. 29-44. New York: Henry Holt. [E-Reserve]

Stehlik, Daniela. 2007. No longer an hour too far away: reflections on the impacts of the “sea-change” phenomenon on a coastal city. State of Australian Cities Conference, Adelaide. 343-349. <http://tinyurl.com/cggjozd>

Week 13, Nov 22: Australian Government

How is Australia governed? How do the nation's parties compete for power and to define Australia's identity?

Kilcullen, John. 2004. The Australian Constitution: A first reading. <http://tinyurl.com/255x7y3>

Kilcullen, John. 2000. Democracy in Australia. <http://tinyurl.com/24b4uzz>

Kilcullen, John. 2000. A comparison of the Australian, British, and American political systems. <http://tinyurl.com/2fn4bbu>

No Class Nov 24 – Thanksgiving

Week 14, Nov. 29 – Dec 1: Environmental conservation in Australia

How are Australians using and conserving their natural environment?

Stevenson, Hayley. 2009. Cheating on climate change? Australia's challenge to global warming norms. *Australian Journal of International Affairs* 63 (2): 165-186. [E-Reserve]

Taylor, Rob and Rhiannon Hoyle. 2014. Australia becomes first developed nation to repeal carbon tax. *Wall Street Journal*, July 17. <http://tinyurl.com/mzp8z87>

Week 15, Dec. 6: Sport and Leisure in Australia

How do Australians spend their leisure time?

Elder, Chapter 9: The land of the long weekend: public holidays and national events, pp. 239-261.

Elder, Chapter 11: Backyards and barracking: the everyday in Australia, pp. 287-319

Group Presentations Dec. 8

Final Exam: Thursday, Dec. 15, 10:30 a.m.-12:30 p.m.

General essay and presentation grading rubric:

Item	A	B	C	D	F
Relevance 20%	Gives a complete, thoughtful, and integrated answer to all questions in the assignment	Addresses all questions, but gives insufficient depth to some, fails to link them together	Addresses all questions in a perfunctory way, omits some questions or adds irrelevant digressions	Veers significantly from the assigned topic	Essay is on a completely irrelevant topic
Use of concepts 20%	Demonstrates complete mastery of key ideas from class	Makes good use of relevant ideas from class	Is able to use ideas from class, but may miss relevant ones or use them in a shallow or somewhat mistaken way	Significant misuse of ideas from class	Absence of relevant ideas, or pervasive failure to understand them
Use of information and sources 20%	All arguments fully supported by information that is relevant and obtained from reliable sources	Adequate use of information and sources relevant to the argument	Signs of inattention to source quality, some information presented irrelevant or missing but necessary	Failure to distinguish reliable and unreliable sources, “kitchen sink” approach to research results	Large gaps in research and irrelevant digressions, use of manifestly unreliable sources
Citations 10%	All information cited in a clear and consistent manner	Citations may be partially incomplete	Significant inconsistencies in citation style, important points not cited	Pervasive failure to cite sources or to cite them in an understandable way	Citations absent or impossible to follow
Grammar and writing/speaking 10%	Impeccable grammar and writing style that is enjoyable to read and appropriate to the subject matter	Generally consistent grammar and an easy to understand writing style	Significant grammar mistakes and writing style that is stilted or inappropriate	Rampant grammar mistakes and awkward writing that make it difficult to follow the argument	Pervasive grammar mistakes and clear lack of care about the readability of the text
Insight 20%	Raises new ideas that enter new ground in cultural geography and/or strongly stimulate my own thinking	Reaches deep and substantive conclusions that go beyond the class material	Draws conclusions consistent with the class material, or further insights which are significantly flawed	Contains original ideas that are shallow or clearly incorrect	Lacks any original ideas