



Exploring Australia: Community & Culture
IFSA Semester Programs in Adelaide and Griffith

US semester credit hours: 3

Contact Hours: 45

Course Code: IS338-01 (Griffith), IS339-01 (Adelaide)

Course Length: Semester

Delivery Method: Face to face

Course Description:

Exploring Australia: Community & Culture is a course designed to assist students in getting the most out of their learning abroad experience through thoughtful reflections, critical analysis and discussion about Australia both historically and today, while exploring key concepts such as community and culture. This course fosters the opportunities and tools to allow students to blend intercultural learning with an exploration of the local community and relevant socio-cultural issues influencing Australian society and culture. Through this course, students are encouraged to engage with the communities in which they are living and question their own perspective of the world, while learning to appreciate similarities and differences between communities and cultures and thus gain a more meaningful integration into these communities.

Course Objectives:

At the successful completion of this course, students will have gained:

- A basic knowledge of contemporary issues facing the country, city, and region in which they are studying, in a historical context
- An awareness of their own cultural perspective and, through this awareness, the ability to compare their own cultural ways with an identified cultural community
- An understanding of how to navigate cultural complexities in order to more productively and appropriately interact and communicate across cultural differences
- An understanding that the cultural adaptation skills, including intercultural communication and cultural empathy, developed in their study abroad experience with IFSA, can be constructively utilised when engaging with difference of any kind in the future

Course Outcomes:

At the successful completion of this course, students will be able to:

- Demonstrate an increased awareness of the range of social identities of people living in Australia and how they contribute to Australian culture
- Evaluate how local and national communities are established and maintained in the context of their experience in Australia
- Demonstrate engagement and sense of connection to the local society through participation in community organisation

- Develop an understanding of cross cultural, intercultural communication and cultural integration process
- Relate recent theoretical approaches to culture and community to their experience
- Analyse contemporary America through comparisons with Australia
- Demonstrate an understanding, and respect for, cultural difference and diversity
- Display the skills needed to work collaboratively as well as individually in both a learning and research environment
- Identify how the skills and knowledge gained throughout the course can be applied to future endeavours, particularly in the workforce.

The course includes theoretical and practical components, with set readings based on the selected topic for the week. Students will be required to actively participate in class and online discussions, as well as conduct their own research to contribute an academic journal article, newspaper article or another form of media relevant to a selected weekly topic and presented in class or cited in a reflective journal. Students will be required to actively engage with various communities via guided and independent field trips (TBC by your instructor).

Course Requirements & Assessment

<u>Assessment</u>	<u>Description</u>	<u>Percent of Final Grade</u>
Project Proposal	Students must submit a Project Proposal of 1000 words on a specific community group (organised or informal), including background information on their chosen group, what the aims of their research are, and bibliographic list of resources to be consulted. A minimum of 5 <u>academic</u> sources must be consulted and included in the Proposal. This Proposal will form the basis of the Final Project and is due at 5:00 pm on Friday of Week 6.	10%
Media Analysis	Students must submit a 750 word media article analysis. Four media articles on contemporary Australian issues will be provided to students, and students will select one to complete their analysis on. The media analysis is to be submitted by 5:00pm on Friday of Week 10.	10%
Reflective Papers	Students must submit at least ten reflective papers of at least 500 words each that reflect on the week's readings and relate them to the broader understandings of cultures and communities. These papers are to be submitted ONE WEEK after your class but before the next class (i.e. by 5:00pm each TBC)	30%
Final Project	Students will draw on their reflective papers, proposals, and experiences to write a final paper of 1500-2000 words, or prepare a 7 minute digital story, depending on which stream of study they have chosen. Students will use their paper or digital story as the basis for a short in-class presentation in Week 12. All Final Projects must include a minimum of 10 <u>academic</u> sources. Digital stories or research papers must be submitted by 5:00pm on Friday of Week 13.	30%
Attendance & Participation	Students must attend at least 80% of classes and are expected to actively participate in group discussions and/or activities in class and online.	20%

Contact hours:

The course consists of a total of 45 contact hours, which is comprised of tutorial sessions, practical exercises, moderated online discussions and field trip experiences. Students will be expected to complete weekly readings in advance of the following week's class. An average of two-four hours of reading per week is required. Excursions are compulsory for ALL students, and will be confirmed by your instructor.

Attendance and participation

Students are to attend at least 80% of classes to gain full attendance marks. Absence must be accounted for either by a current medical certificate or prior permission. There will be text readings for most weeks and students, in an effort to gain participation marks, will be expected to show clear evidence of having read them.

Schoology

The Schoology app and website will be used to disseminate weekly readings and audio/visual resources, powerpoint slides, and assignment instructions. Group discussions and announcements will also take place via this medium. Instructions on how to access and use the Schoology site appear at the end of this document.

Academic Honesty Policy

Students are responsible for being fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalise academic dishonesty, which can take a number of forms including but not limited to: cheating, plagiarism, facilitation and interference. Penalties for breaching the Academic Honesty Policy may apply and include, but are not limited to: the requirement to revise and resubmit assessment work, receiving a result of zero for the assessment work and/or failing the course.

An important component of academic honesty is fully and correctly attributing any materials taken from the works of others. Students must correctly reference any work they produce as a result of this course. Any referencing style may be used, as long as it done so correctly and consistently. Please see your course instructor if you have any concerns.

By submitting assignments to your instructor, you declare that all material in the assessment is your own work except where there is clear acknowledgement and reference to the work of others.

Course Grading

Grades for your performance in this course will be awarded in accordance with the following scheme:

Grade	Mark	Description	US Grade Translation
F	0-49%	Fail	F
P	50-64%	Pass	C
C	65-74%	Credit	B
D	75-84%	Distinction	A
HD	85-100%	High Distinction	A

Referencing

Throughout this course, you will be expected to read widely and incorporate scholarly evidence in your assessments, rather than simply stating your opinion or experience. The evidence you select must be acknowledged by using an accepted academic referencing system. All assessment pieces should be referenced to avoid plagiarism and to complete the course successfully. You may choose which referencing style you use (Harvard, MLA, Chicago, etc.) and apply it consistently to all assessments.

Assessment Submission

Assignments submitted more than two weeks after the due date without an approved extended submission date will not be accepted or assessed. Please speak to your course instructor as soon as possible if you think you will not be able to complete your assessment by the due date. Extension requests will be assessed on an individual basis, but should be accompanied by adequate documentation (medical or counsellor's note, for example).

In the interest of fairness for all students, penalties of 5% per working day will be applied for assessments submitted after the due date without an approved extension. Word lengths should be adhered to (within 10% over or under the stated word limit). Word lengths that are 15% over or under the stated word limit may be penalised.

Assessments must be submitted electronically, via email to your instructor.

Students are to carefully read assignment instructions and grading criteria for each assignment, which can be accessed in Schoology, in the 'Griffith Assessments' folder. Your instructor will go through these in detail during class and you will have an opportunity to ask questions and seek clarification where needed.

Weekly Topics:

***Please note:** due to the nature of the course and its discussions on current affairs, the weekly readings may be subject to change, depending on what's happening in your community, host country or globally. Your instructor will advise you in class if this is the case*

Week One: Introduction to Exploring Australia

Introduction to the course, including objectives and expectations for the semester and academic skills.

Required Readings:

Duke, S. T. (2013). "Chapter One: What is Cross-Cultural Engagement?" in *Preparing to Study Abroad: Learning to Cross Cultures*. Stylus Publishing, LLC., Sterling, pp.5-13.

McKee, A. (2003). "Does it really matter how people make sense of the world?" in *Textual analysis: A beginner's guide*. Sage, London, pp.34-62.

Kohls, L. R. (1984). *The values Americans live by*. Meridian House International, pp.1-14.

Week Two: What Is Community?

1st session: Overview of what "community" is, including identifying communities and understanding how they are formed. Students will explore not only the concept of belonging, but how they can become members in Australian communities.

2nd session: Community participation and civic engagement: A look at the common ways that people participate in their local communities – taking action on a local issue, attending community festivals and events, and attending regular community-based activities. What are the social and cultural benefits of community participation and civic engagement? How are some people excluded from participating in their local communities?

Required Readings:

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative research*, 15(2), 219-234. OR: Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand journal of psychiatry*, 36(6), 717-732.

Wright, Steven. (2016) "Community Psychology: Psychological Sense of Community". *Wright-house.com*. N.p., URL: <http://www.wright-house.com/psychology/sense-of-community.html>

OR:

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of community psychology*, 14(1), 6-23.

Mendes, P. (2002) "Excluding undesirables from the local community", *Social Alternatives*, vol. 21, no.3, pp.48-54.

OR:

Ziersch, A., Osborne, K., & Baum, F. (2011). Local community group participation: Who participates and what aspects of neighbourhood matter? *Urban Policy and Research*, vol. 29, no.4, pp.381-399.

Week Three: What Is Culture?

What is culture? What are our expectations in exploring a new culture? What are some of the differences /complexities that will be discovered? An overview of cultural theories will be introduced.

Required Readings:

Dolby, N. (2004) "Encountering an American self: Study abroad and national identity", *Comparative Education Review*, vol.48, no.2, pp.150-173.

Pickering, J. (2001) "Globalisation: A threat to Australian culture", *Journal of Australian Political Economy*, vol.48, pp.46-59.

Zevallos, Z. (2005) "'It's like We're Their Culture': Second-generation Migrant Women Discuss Australian Culture", *People and Place*, vol. 13, no.2, pp.41-49.

Week Four: Culture Shock, Stereotypes and Generalisations

Discussion of stereotypes and generalisations. Identification of how one's cultural lens shapes their perspective, and what the implications of that might be. Theoretical approaches to culture shock will be discussed.

Required Readings:

Marsh, A. A., Elfenbein, H. A., & Ambady, N. (2007). Separated by a Common Language Nonverbal Accents and Cultural Stereotypes About Americans and Australians. *Journal of Cross-Cultural Psychology*, vol. 38, no.3, pp.284-301.

Klocker, N. (2014). "Ethnic Diversity within Australian Homes: Has Television Caught up to Social Reality". *Journal of Intercultural Studies*, vol. 35, no. 1, pp. 34-52.

**** N.B. Students need to have joined their chosen community group by this week, and will be communicating their choices to the class.**

Week Five: Intercultural Communication and Competence

Theories of intercultural communication and discussion on issues in intercultural communication, including influences on verbal and non-verbal communication, and what some differences might be between communication in Australia and the US. Components and understanding of intercultural competency will be discussed.

Required Readings:

Levine, T. R., Park, H. S., & Kim, R. K. (2007). Some conceptual and theoretical challenges for cross-cultural communication research in the 21st century. *Journal of Intercultural Communication Research*, vol. 36, no.3, pp. 205-221.

Hammer, M. R. (2010) "Chapter 5: The Intercultural Development Inventory: A New Frontier in Assessment and Development of Intercultural Competence", *Student Learning Abroad*, Sterling: Stylus, pp.115-136.

****Weeks Six: STUDY BREAK!**

ASSIGNMENT DUE: Project Proposal, Friday, week 6, 5pm.

Week Seven: Australia Past to Present

Students will explore Australian history, from Indigenous peoples to convict settlements and recent patterns of migration. How have different periods of history contributed to contemporary Australia?

Required Readings:

Clarke, F.G. (2002) "Timeline of Historical Events" in *The History of Australia*, Greenwood Publishing.

Furniss, E. (2001) "Timeline History and the ANZAC Myth: Settler narratives of local history in a North Australian Town". *Oceania*, vol. 71, no. 4, pp. 279-297

Reconciliation Australia, "Share our Pride", online learning material, Chapters 1 - 5 <http://shareourpride.reconciliation.org.au/>

Week Eight: Cultural Identity in Australia – What Does it Mean to be Australian?

A look into Australian culture, including exploring social structure and organization, race and gender relations and the myth of the "typical" Australian.

Required Readings:

Cousins, S. (2005). Contemporary Australia: National Identity. Retrieved from http://www.abc.net.au/ra/australia/pdf/national_id.pdf

Summers, A. (2013). The Misogyny Factor Jessie Street Annual Luncheon. Retrieved from <http://www.annesummers.com.au/speeches/the-misogyny-factor/>

Willis, J. (2012). Tangled up in white: The perpetuation of whiteness in Australian national identity and the Northern Territory Intervention. *Macquarie Matrix*, 2(1), 81-94.

Nolan, D., Burgin, A., Farquharson, K., Marjoribanks, T. (2016) "Media and the politics of belonging: Sudanese Australians, letters to the editor and the new integrationism". *Patterns of Prejudice*, vol. 50, no. 3, pp. 253-275.

Week Nine: Cultural Identity in Action – Sport, Recreation and the Natural Environment in Australia

An overview and critical analysis of the ways sport and recreational activities, and the natural environment have influenced, and continue to influence Australian culture. How does sport influence cultural and community identities within Australia, and globally? How do different Australian communities value the natural environment?

Required Readings:

Browne, S., Clarke, D., Henson, P., Jeffreys, V., Kovacs, P., Lambert, K., & Simpson, D. (2009). "Chapter 13: What is the relationship between sport and national and cultural identity?" in *PDHPE Application and Inquiry* (2nd ed), Oxford University Press Australia and New Zealand, pp.256-267.

Mackellar, D. (1908). "My Country" (poem)
<http://www.dorotheamackellar.com.au/archive/mycountry.htm>

Palmer, L. (2007). "Interpreting 'nature': the politics of engaging with Kakadu as an Aboriginal place". *Cultural Geographies*, vol. 14, no. 2, pp 255-273

Rose, D. B. (1996). "Chapter 1: Country", in *Nourishing Terrains*, Australian Heritage Commission, Canberra, pp 6-15.

Week Ten: Updates on your Final Project

N.B. *Please note: there are no set readings for this week*

Our class in week ten will give you an opportunity to discuss your final project with your classmates and your course instructor. To prepare for this week's class, please write a brief summary of your final project including details such as:

- the group you have chosen to study
- what you are hoping to find out about them (research questions)
- what additional work is required for completion and how you plan to undertake that work
- a short list of any problems that you have encountered and/or any questions you may have
- what format it will take – essay or digital story

The class is designed to provide you with any assistance you may need to complete your final project by the due date in week thirteen through direct assistance provided by the course instructor. Please be prepared in order to make the most of this opportunity. This class will also include a "refresher" on academic skills, including researching, essay and report writing and referencing.

ASSIGNMENT DUE: Media Analysis, Friday week 10, by 5pm

Week Eleven: Contemporary Issues in Australia

There are no required readings this week. Students are expected to pair up with another student to conduct their own research regarding a contemporary issue in Australia and find relevant news

articles, academic journals and/or other media relating to their chosen issue. Each pair will have 10 minutes to present the following content:

- Provide an overview of the issue, including why the issue is important, how it will impact a community or communities, and what the general arguments are on each side of the issue
- Lead the class in a brief discussion about their chosen issue and what it might suggest about Australia more broadly.

Week Twelve:

There are no required readings this week. Students will present their final projects in class.

Week Thirteen: The Return to Your Community and the Final Word

Reverse culture shock, how to prepare for the return home, and how to unpack this experience. Career and increased workplace competencies will also be explored. Students will discuss final reflections of their study abroad experience.

Required Readings:

Gaw, K.F. (2000). "Reverse culture shock in students returning from overseas" *International Journal of Intercultural Relations*, vol.24, no.1, pp.83-104.

Harder, A., Andenoro, A., Roberts, T.G., Stedman, N., Newberry III, M., Parker, S.J., & Rodriguez, M.T. (2015). "Does Study Abroad Increase Employability?", *NACTA Journal*, vol.59.no. 1, pp.41-48

ASSIGNMENT DUE: Final Project, Friday, week 13, 5pm.

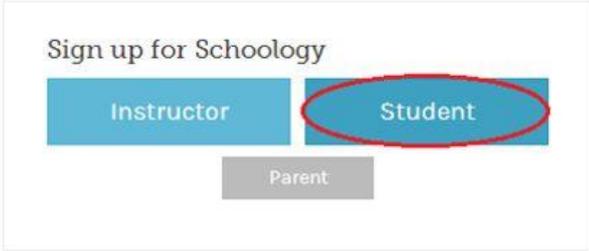
Schoology Instructions

The Exploring Australia class materials – including weekly class outlines, required readings, in-class activity and assignment instructions and students grades – are all online on Schoology. Below is a user guide for students, however extra assistance is available here:

<https://support.schoology.com/hc/en-us/articles/201001313-Student-Guide>

Student Sign Up

1. If you don't already have a Schoology account, go to www.schoology.com and click "sign up". Then, click "student".

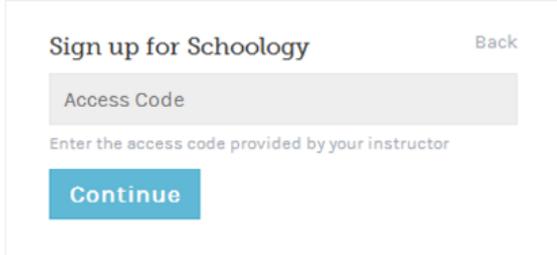


Sign up for Schoology

Instructor Student Parent

The screenshot shows the 'Sign up for Schoology' page with three buttons: 'Instructor', 'Student', and 'Parent'. The 'Student' button is highlighted with a red oval.

2. Enter the Exploring Australia Semester 1, 2018 course code: **PV2BR-RDDBG**



Sign up for Schoology Back

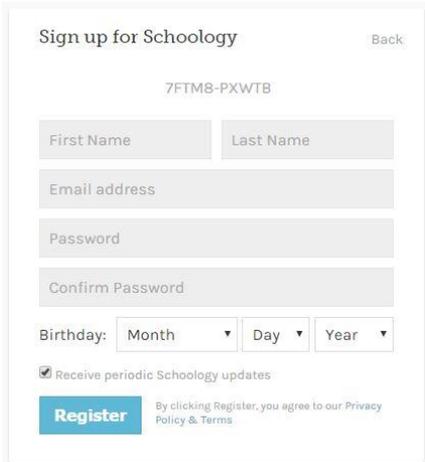
Access Code

Enter the access code provided by your instructor

Continue

The screenshot shows the 'Sign up for Schoology' page with a 'Back' link in the top right. Below the title is an 'Access Code' input field and a 'Continue' button. A note below the field says 'Enter the access code provided by your instructor'.

3. Fill out the form with your information. Please use an email address that you check regularly!



Sign up for Schoology Back

7FTM8-PXWTB

First Name Last Name

Email address

Password

Confirm Password

Birthday: Month Day Year

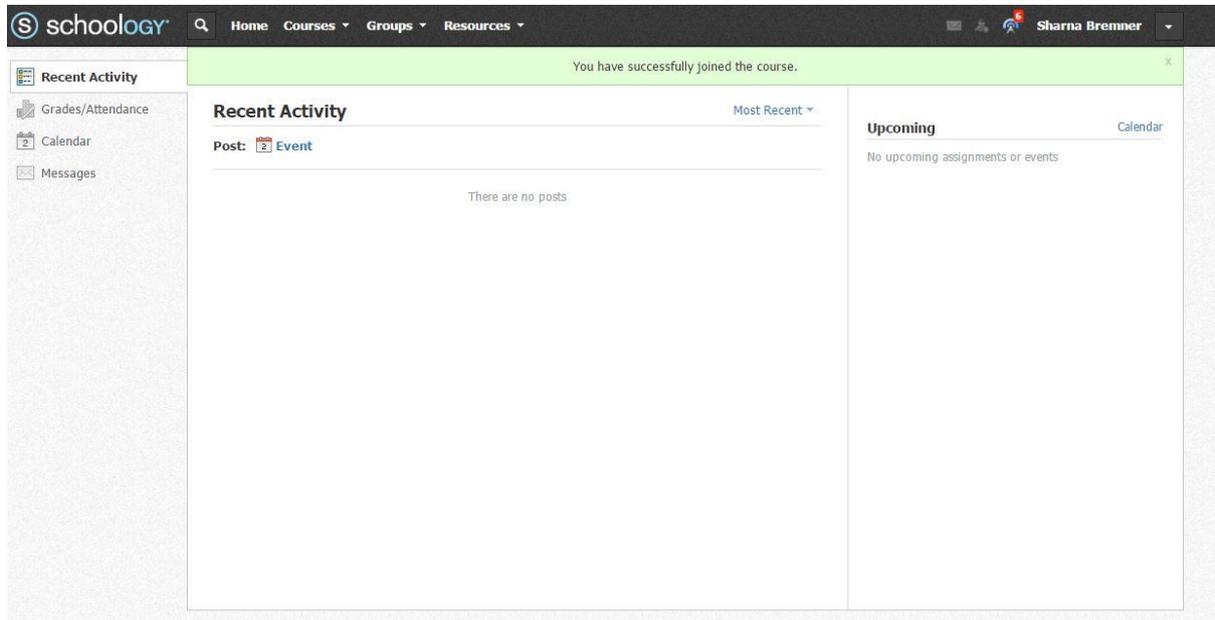
Receive periodic Schoology updates

Register By clicking Register, you agree to our Privacy Policy & Terms

The screenshot shows the 'Sign up for Schoology' page with a 'Back' link in the top right. Below the title is the course code '7FTM8-PXWTB'. The form includes fields for 'First Name', 'Last Name', 'Email address', 'Password', and 'Confirm Password'. There is also a 'Birthday' section with dropdown menus for 'Month', 'Day', and 'Year'. A checkbox for 'Receive periodic Schoology updates' is checked. At the bottom is a 'Register' button and a link to 'Privacy Policy & Terms'.

4. Click “Register” to complete.

Creating your account using the course code will automatically enrol you in the Exploring Australia class. You should see the following page:



Logging In

To sign in to your Schoology account, go to <https://app.schoology.com/>

1. Enter the email address you used to register and your password. Then, click “Log In”

Sign in to Schoology

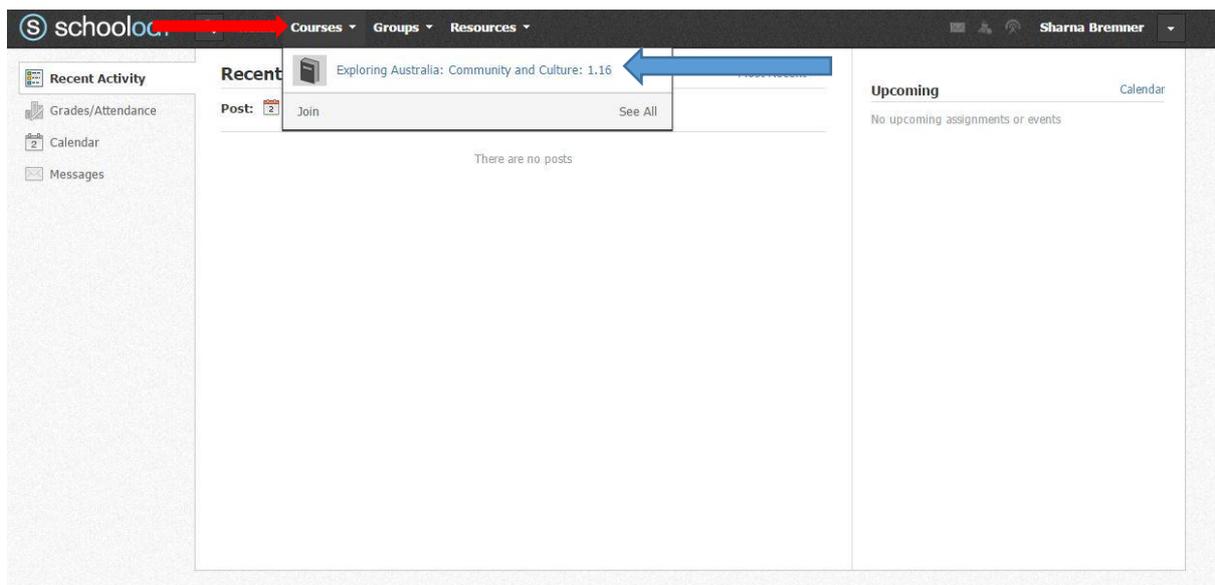
All fields are required

 [Forgot your password](#)
[SSO Login](#)

Viewing Class Materials

Once you are signed in to your Schoology account, you can access the Exploring Australia course materials.

1. Click the “Courses” drop down menu at the top of the screen (red arrow). Then, click “Exploring Australia: Community and Culture” (blue arrow).



2. The course homepage is where you can access course materials, your grades, the course calendar with assessment due dates and upcoming events, as well as keep track of your attendance and chat to other students. Click the red folder labelled “Weekly Learning Activities Summary and Readings”.

Exploring Australia: Community and Culture: 1.16

Weekly Learning Activities Summary and Readings

- Weekly topics and discussion questions
- Weekly readings

Upcoming - 2
No upcoming assignments or events

3. Each blue folder has a brief outline each week’s class will entail, as well as what homework is required.

Introductory Meet-up (O'Week)

Introduction to each other and the C&C course

- Our preliminary class will provide an overview of what you can expect from your C&C semester
- We will discuss the course objectives, how we will meet those objectives, and what assessments you're expected to complete
- This class will also provide an opportunity for you to ask questions/engage in discussions about what you hope to gain from the C&C course, as well as your study abroad experience more generally
- Letter to yourself

Homework: Weekly readings

4. Click the blue folder title to access the required materials for the week.

Homework: readings and discussion topics

Required readings and/or exercises for week one's class discussion

- Click the green folders to access homework information for each week.

The screenshot shows the Schoology interface. At the top, there's a navigation bar with 'Home', 'Courses', 'Groups', and 'Resources'. The user's name 'Sharna Bremner' is visible in the top right. The main content area shows a breadcrumb trail: 'Exploring Australia: Community and Culture ... > Weekly Learning Activities Summary and Readings > Introductory Meet-up (O'Week)'. Below this, there's a green folder icon labeled 'Homework: readings and discussion topics' with 'Prev' and 'Next' buttons. The folder is open, showing a list of items: 'Discussion questions for week one's class: Introduction to Exploring Australia', 'S.T. Duke 2010 Chapter 1 What is Cross Cultural Engagement pp.5-13.pdf' (449 KB), and 'McKee, Alan (2003) "Does it really matter how people make sense of the world?" in 'Textural Analysis: A Beginners Guide', London: Sage, p34-62' (6 MB).

- The required readings are to be read in advance of the following week's class and are available for download in PDF form or via links provided on the "Discussion questions" page in each week's homework folder.

The screenshot shows the Schoology interface with the 'Discussion questions for week one's class: Introduction to Exploring Australia' page open. The breadcrumb trail is the same as in the previous screenshot. The page title is 'Discussion questions for week one's class: Introduction to Exploring Australia'. Below the title, there's a section for 'REQUIRED READINGS:' with two entries: 'Duke, S. T. (2013). "Chapter One: What is Cross-Cultural Engagement?" in *Preparing to Study Abroad: Learning to Cross Cultures*. Stylus Publishing, LLC.. Sterling, pp.5-13' and 'McKee, A. (2003). "Does it really matter how people make sense of the world?" in *Textual analysis: A beginner's guide*. Sage, London, pp.34-62'. Below the readings, there's a note: 'As you do your required readings keep in mind that we will be using the following questions to guide discussion in next week's class:'. The page is divided into two sections: 'Cross-cultural engagement' and 'Cultural identities', each with a list of discussion questions.

Submitting Assignments

Students may submit their assignments through the Schoology site.

- Login and navigate to the course homepage using the above instructions.
- Click the "Assessments" folder related to the Engage program you are in (either Griffith or Adelaide).

3. Select the assignment you wish to submit (PLEASE NOTE: NOT ALL ASSIGNMENTS CAN BE SUBMITTED USING SCHOLOGY. Your course instructor will advise you what assignments should be submitted via other means).

4. Click on the "Submit Assignment" button in the Submissions are in the right column.
5. Select the "Upload" option to add a file.
6. Click the "Submit" button to complete your submission.