ATSI3005
Race, Colonialism and Whiteness

Term Two // 2019
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Kelly</td>
<td><a href="mailto:b.kelly@unsw.edu.au">b.kelly@unsw.edu.au</a></td>
<td>By appointment</td>
<td>Room 308, Level 3, Main Library</td>
<td>9385 8730</td>
</tr>
</tbody>
</table>

School Contact Information

Balnaves Place, Lower Ground Floor, Electrical Engineering Building

Email: nuragili@unsw.edu.au

General Enquiries: + 61 2 9385 3805

Nura Gili would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.
Course Details

Credit Points 6

Summary of the Course

There are (at least) two sides to the colonial relationship. In this class we focus on the ways in which colonialism is enmeshed with White knowledge traditions and cultures so that we can better understand the complex relationship between Indigenous and non-Indigenous Australia. Students will be introduced to key concepts and thinkers in the fields of Critical Race and Whiteness theory and together we will apply them to everyday experience and popular culture. At the theory and application learning stage of the Indigenous Studies Major, this course will help students develop their understanding of identity politics that are deeply entangled with a variety of political and intellectual debates in Australia.

Course Learning Outcomes

1. Analyse the social positioning and privileging of White knowledge, culture and identities;
2. Analyse the construction and representation of race and ethnicity in both global and Australian social and political discourse;
3. Demonstrate an appreciation of the significance of one’s own social identity and position in relation to debates involving race and ethnicity;
4. Demonstrate the ability to lead and participate in respectful and productive discussions about race and ethnicity;
5. Appraise, reflect on and interpret different kinds of evidence about race and ethnicity from a range of sources, and construct from research findings a nuanced and persuasive argument.

Teaching Strategies

This course introduces and explores key concepts, ideas and themes which are critical to understanding the positioning of Western (White) knowledge traditions, cultures and identities within debates about Indigenous affairs. At the theory and application learning stage of the Major, students are given the opportunity to develop their understanding of identity politics that are deeply entangled with debates in the areas of Indigenous knowledge, imperialism, and postcolonialism.

The course content is explored through a series of seminars. Seminars involve collaborative learning and careful discussion of core and further readings. Where necessary the course coordinator will give brief presentations on introductory or difficult topics. Students are encouraged to constructively draw on personal experiences, contemporary media issues, and pop-cultural examples.
Assessment


Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflective Journal</td>
<td>30%</td>
<td>See Moodle for due dates</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Seminar Discussion Leadership</td>
<td>20%</td>
<td>To be arranged in class</td>
<td>3,4</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>16/08/2019 05:00 PM</td>
<td>5</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Critical Reflective Journal

Start date:

Details: Students are required to submit journal entries online between weeks two and nine. Journals must draw comparisons and connections between the set texts, and between the texts, the course and students' own experience, prior leaning, and assumptions. Colated journal entries are submitted for feedback twice during semester. Submissions are given written feedback and are marked according to criteria made available to students at the beginning of semester.

Additional details:

See Moodle for further details.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Seminar Discussion Leadership

Start date:

Details: Students are given the opportunity to develop their skills as course tutors with supervision and support from the course coordinator. From week two onward, each seminar discussion will be lead by a small group of students, to be scheduled in week one. The discussion leaders' role is to facilitate a sensible engagement with the core texts and the topic for that week. This is not a presentation and students are not required to prepare a summary of the core texts. Students may approach this assessment in a variety of ways. This might involve preparing activities, gathering examples from outside of class, organising a debate or something else. Discussion leaders are also required to submit a one page summary of their planned discussion points and/or activities before the seminar. Students receive written feedback within a week. Discussion leadership is marked according to criteria made available to students at the beginning of semester.
Additional details:

See Moodle for further details.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

**Assessment 3: Research Essay**

**Start date:**

**Details:** Drawing on the theoretical concepts and ideas presented in the course, students are required to write an essay in response to one of a range of set questions, or a question of their own design developed in consultation with the course coordinator. Students are given comprehensive written feedback and are marked according to criteria made available to at the beginning of semester.

Additional details:

See Moodle for further details

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.
Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 3 June - 7 June</td>
<td>Seminar</td>
<td>Introduction and overview</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Australian historical context</td>
</tr>
<tr>
<td>Week 2: 10 June - 14 June</td>
<td>Seminar</td>
<td>Whiteness as ethnicity</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Approaching Cultural Studies</td>
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<tr>
<td>Week 3: 17 June - 21 June</td>
<td>Seminar</td>
<td>Everyday representations of race</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Situating the Other</td>
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<tr>
<td>Week 4: 24 June - 28 June</td>
<td>Seminar</td>
<td>Power/knowledge</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Objectifying Liberalism</td>
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<tr>
<td>Week 5: 1 July - 5 July</td>
<td>Seminar</td>
<td>Globalisation</td>
</tr>
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<td></td>
<td>Seminar</td>
<td>Settler colonialism</td>
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<td>Week 6: 8 July - 12 July</td>
<td>Seminar</td>
<td>White nationalism</td>
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<td></td>
<td>Seminar</td>
<td>Elitist anti-racism</td>
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<tr>
<td>Week 7: 15 July - 19 July</td>
<td>Reading</td>
<td>No class this week.</td>
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<tr>
<td>Week 8: 22 July - 26 July</td>
<td>Seminar</td>
<td>Repressive authenticity</td>
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<td></td>
<td>Seminar</td>
<td>The art of not being governed</td>
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<td>Week 9: 29 July - 2 August</td>
<td>Seminar</td>
<td>Decolonising methodologies</td>
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<td></td>
<td>Screening</td>
<td>Collaborative film analysis 1</td>
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<tr>
<td>Week 10: 5 August - 9 August</td>
<td>Seminar</td>
<td>Collaborative film analysis 2</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Review and debrief</td>
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Resources

Prescribed Resources

All course readings will be made available via Leganto.

Recommended Resources

See Moodle for weekly suggested further reading.

Course Evaluation and Development

This course draws on feedback from the UNSW MyExperience process. Past feedback has been drawn upon to refine the presentation of theoretical ideas, the structure of seminars, and forms of assessment. In addition, seminars will be responsive to feedback given in class, via weekly journal entries, or any other form of correspondence.
Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in Nura Gili there are no hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course’s moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration
Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

Collusion: working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
understand your rights and responsibilities as a student at UNSW
be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
be aware of the standards of behaviour expected of everyone in the UNSW community
locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
(http://subjectguides.library.unsw.edu.au/elise/aboutelise)
Academic Information

Please read this course outline carefully for information on assessment, late penalties, special consideration and expectations.

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