



CHRISTIAN HERITAGE COLLEGE

Australia Studies Centre

AS200
The View from Australia

Assessment Booklet
2019 Semester 1



Published by
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1 Introduction

Welcome to this unit of study, AS200 The View from Australia.

This assessment booklet will help you negotiate this unit and in it you will find your unit outline, as well as extra information about your assignments, the marking criteria for your assignments, your reading schedule and some study hints. Please be sure to read this information and have it by your side as you write your assignments to ensure you are addressing the subject outcomes and are satisfying the criteria of each assignment.

2 Material required for this unit:

For this unit AS200 The View from Australia you may require:

1. **Assessment booklet** – An exact copy of the one you are reading now. It contains information on your assessment, readings, unit outline, general guidelines and information relevant to the unit you are studying etc.
2. **Access to Moodle** (www.chcmoodle.com.au) – Moodle contains step-by-step guidelines on how to complete the unit. Start at the top and follow the blocks chronologically down the Moodle Page. You will find information, readings, and other relevant items for completing the unit.
3. **Readings** (listed in the “prescribed texts” section of the unit outline (pg 3) and found on the Moodle website) – The compiled readings have articles from magazines/journals, internet sites and books and will be relevant to your study. Information on Moodle will guide you through the readings, and of course, you can simply read the articles for your own pleasure and personal inspiration. These readings are a springboard for you to investigate other sources.
4. **Style Guide** (found online on the CHC website under Documents, Forms and Booklists) – The Style Guide has many helpful hints for assessment work and study. It is a reference for when you need specific help.
5. **Unit Evaluation Survey** (sent electronically towards the end of semester) – Please complete one survey per unit you take. This information is helpful for planning and improving our courses.

3 How to start this unit

This unit is divided into a number of separate topics. You should aim to complete each topic over a regular time period (e.g. one each week). Reading from the text(s), reading guide and the set readings is required for each topic. You should complete each of the assessment tasks for each topic as they are reached. It is important that you work through the prescribed materials for this unit as your performance in the assessment items will reflect your knowledge and understanding of the material.

4 Unit Outline

Unit code	AS200	
Unit name	The View from Australia	
Associated higher education awards	Bachelor of Arts in the Liberal Arts	
Duration	One semester	
Level	Advanced	
Unit Coordinator & Lecturer	Dr Aaron Ghiloni	
Core/Elective	Elective	
Weighting	Unit credit points: 10 (4 [US])	Total course credit points: 240
Student workload	Face-to-face / On-site Timetabled hours per week: 3 Personal study hours per week: 7	
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.	
	In order to be considered for a passing grade, students must attend at least 80% of class sessions and complete all assessment tasks.	
Delivery mode	Face-to-face on-site	
Pre-requisites/ Co-requisites/ Restrictions	Co-requisite – CS254 Australian Indigenous Worldviews	
Rationale / Unit Summary	<p>This is one of two core units required for students enrolled in the Australia Studies Centre (ASC); it is also open for enrollment to other CHC students. This unit will introduce selected historical touchpoints that have that influenced contemporary Australian society and culture. This unit is divided into three general themes:</p> <ol style="list-style-type: none"> 1: Australian Literature 2: Australian History 3: Australian Religion <p>These topics will be taught through classroom lectures and seminar-style discussion groups as well as visits to key Australian locations. The classroom and experiential learning activities are designed to complement one another in support of the three topics.</p>	
Prescribed text(s)	<p>Students are expected to purchase or have access to the prescribed texts.</p> <p><u>Books</u></p> <p>Astley, Thea. 2018. <i>The Multiple Effects of Rainshadow</i>. Text Classics.</p> <p>Veling, Terry. 2005. <i>Practical Theology: On Earth as it is in Heaven</i>. Orbis.</p> <p><u>Articles</u></p>	

	<p>Blair, Dale James. 2001. "‘Those Miserable Tommies’: Anti-British Sentiment in the Australian Imperial Force, 1915–1918." <i>War & Society</i> 19, no. 1: 71-91.</p> <p>Booth, Douglas. 2000. "Surf Lifesaving: The Development of an Australasian ‘Sport.’" <i>The International Journal of the History of Sport</i> 17, nos. 2-3: 166-187.</p> <p>Davison, Graeme. 1978. "Sydney and the Bush: An Urban Context for the Australian Legend." <i>Historical Studies</i> 18, no. 71: 191-209.</p> <p>Ghiloni, Aaron and Sylvie Shaw. 2013. "‘Gumboot Religion’: Religious Responses to an Australian Natural Disaster." <i>Journal for the Study of Religion, Nature and Culture</i> 7, no. 1: 27-48.</p> <p>Parliamentary Education Office (n.d.), "Closer Look: Federation." www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Federation.pdf</p> <p>Waterhouse, Richard. 2000. "Australian Legends: Representations of the Bush, 1813–1913." <i>Australian Historical Studies</i> 31, no. 115: 201-221.</p>
<p>Recommended readings</p>	<p>Astley, Thea. 1987. <i>It’s Raining in Mango</i>. Penguin.</p> <p>Bouma, Gary. 2006. <i>Australian Soul: Religion and Spirituality in the 21st Century</i>. Cambridge University Press.</p> <p>Budden, Chris. 2009. <i>Following Jesus in Invaded Space: Doing Theology on Aboriginal Land</i>. Wipf and Stock.</p> <p>Burns, Stephen and Clive Pearson. 2013. <i>Home and Away: Contextual Theology and Local Practice</i>. Wipf and Stock.</p> <p>Crotty, Martin. & David. Roberts, eds. 2009. <i>Turning Points in Australian History</i>. UNSW Press.</p> <p>Dowson, Martin, Maureen Miner, and Stuart Devenish, eds. 2008. <i>Spirituality in Australia: Resurgence and Divergence</i>. Centre for Human Interaction, Learning and Development (CHILD)/Australasian Centre for Studies in Spirituality.</p> <p>Firth, Stewart. 2011. <i>Australia in International Politics: An Introduction to Australian Foreign Policy</i>, 3 ed. Allen & Unwin.</p> <p>Flannery, Tim. 2005. <i>The Future Eaters: An Ecological History of the Australasian Lands and People</i>. New Holland.</p> <p>Frame, Tom. 2009. <i>Losing My Religion: Unbelief in Australia</i>. UNSW Press.</p> <p>Hoopar, Chloe. 2010. <i>The Tall Man: Death and Life on Palm Island</i>. Random House</p> <p>Horne, Donald. 2005. <i>The Lucky Country</i>. Penguin.</p> <p>Keneally, Thomas. 2018. <i>Australians: A Short History</i>. Allen & Unwin.</p> <p>Lake, Merideth. 2018. <i>The Bible in Australia: A Cultural History</i>. NewSouth.</p> <p>Lamb, Karen. 2015. <i>Thea Astley: Inventing Her Own Weather</i>. UQ Press</p> <p>MacIntyre, Stuart. 2009. <i>A Concise History of Australia</i>, 3 ed. Cambridge University Press.</p> <p>Mangan, J. A. and John Nauright. 2000. <i>Sport in Australasian Society: Past and Present</i>. Frank Cass.</p>

McInnes, William. 2010. *The Making of Modern Australia*. Hachette Australia.

Ozalp, Mehmet. 2012. *Islam Between Tradition and Modernity: An Australian Perspective*. Barton.

Tacey, David J. 2000. *Re-Enchantment: The New Australian Spirituality*. HarperCollins.

Content

Readings are to be completed before the class session for which they are assigned.

Week	Topic	Required Reading	Assessment & Excursions
1: Week of 25 Feb	Introduction to Australian Studies	Astley, <i>The Multiple Effects of Rainshadow</i> , 1-53.	
2: Week of 4 March	Australian Literature	Astley, <i>The Multiple Effects of Rainshadow</i> , 55-132.	
3: Week of 11 March	Australian Literature	Astley, <i>The Multiple Effects of Rainshadow</i> , 133-218.	Class at the State Library of Queensland (Palm Island exhibit)
4: Week of 18 March	Australian Literature	Astley, <i>The Multiple Effects of Rainshadow</i> , 219-281.	Test 1 in class
5: Week of 25 March	Australian History - Federation: Following America's Lead? - Anzacs: War and the National Image	Parliamentary Education Office, "Closer Look: Federation." Blair, "Those Miserable Tommies': Anti-British Sentiment in the Australian Imperial Force, 1915-1918."	
6: Week of 1 April	Australian History - Being Australian: Depicting Legend and Identity in the Nineteenth Century - Sporting Traditions: Australians at Play	Waterhouse, "Australian Legends: Representation of the Bush, 1813-1913." Booth, "Surf Lifesaving: The Development of an Australasian 'Sport.'"	
7: Week of 8 April	Trip to Palm Island, North Queensland, and Great Barrier Reef: 4-7 April. <i>ASC students only</i>	N/A	
8: Week of 15 April	Research Week Listen to Thea Astley discuss her <i>Rainshadow</i> novel on The Book Show .	N/A	No class this week due to Great Barrier trip.
Week of 22 April: Easter Break, ANZAC Day			
9: Week of 29 April	Australian Religion	Veling, "'The Field is the World': Practical Theology and	Test 2 in class

		- Understanding how Christian religious faith is expressed in Australian contexts	the Plurality of Cultures.” Ch. 9 of <i>Practical Theology</i> . (Chapters 1-4 of Veling are also recommended but not required.) Ghiloni and Shaw, “‘Gumboot Religion’: Religious Responses to an Australian Natural disaster.”	
	10: Week of 6 May	Sydney Trip	Davison, “Sydney and the Bush: An Urban Context for the Australian Legend.”	Trip to Sydney including NSW Art Gallery: 10-12 May
	11: Week of 13 May	Researching Australia	N/A	Student presentations in class due: 15 May
	12: Week of 20 May	Australian Religion - Christian understandings of human diversity in Australia.	Veling, “Practical Theology is ‘Like a Rolling Stone.’” Ch. 12 of <i>Practical Theology</i> . (Chapters 10-11 of Veling are also recommended but not required.)	
	13: Week of 27 May	Review Week	N/A	Test 3 in class Research essay due: 30 May
	Week	Topic	Required Reading	Assessment & Excursions
Learning outcomes	<p>On successful completion of this unit, the student will demonstrate that they have:</p> <ol style="list-style-type: none"> 1. Gained a basic understanding of selected historical touchpoints that have that influenced Australian society and culture. 2. Critically reflected on Australian cultural narratives, literary contributions, and theological contributions. 3. Understood the perspective of selected Australian writers and theologians concerning Australian culture and Christian faith as it is expressed within this culture. 4. Participated in group discussions and made formal presentations in an informed, coherent, and collegial way. 5. Demonstrated critical thinking and written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. 			
Assessment tasks	<p>Task 1: Short Tests</p> <p>Duration: 15-20 minutes x 3</p>			

Weighting: 40%
Learning Outcomes: 1, 2, 3, 5
Assessed: Weeks 4, 9, 13 in class
Description: Three short (15-20 minute) tests will be given in class over the course of the semester. You will answer 3-5 questions in responses of no more than 100 words. The questions will assess your recall and comprehension of the course material, especially lectures and readings, covered since the last test (e.g. Test 2 will cover material from after Test 1). Notes that you have personally taken may be used; however, these must be printed prior to the test.

Task 2: Research Presentation

Duration: 7-10 minutes
Weighting: 15%
Learning Outcomes: 2, 4, 5
Assessed: Week 11 in class
Description: Present a 7-10-minute summary of your research essay topic and argument in class (see below for the research essay topics). Your essay does not need to be finished in order to give this presentation. This is an opportunity to “think out loud” about your topic. The feedback you receive may help you improve your final draft. These presentations will be scheduled for Week 11. You are not required to prepare slides or other multimedia for this assessment. Focus on the quality and clarity of your argument and in-depth engagement with your sources.

Task 3: Research Essay

Length: 2,000 words
Weighting: 45%
Learning Outcomes: 1, 2, 3, 5
Assessed: Week 13 (due 30 May)
Description: Write a 2,000-word research essay discussing one of the topics assigned by the instructor. Refer to at least 8 academic sources and reference your essay in the Chicago style. Don’t waffle; write crisply.

5 Description of Exit Grades and Conversion to US Grade

Australian Grade	Percentage	US Grade
High Distinction (HD)	95-100	A+
High Distinction (HD)	85-94	A
Distinction (D)	75 -84	A-
Credit (C)	70-74	B+
Credit (C)	65-69	B
Pass (P)	60-64	C+
Pass (P)	50 - 59	C
Pass conceded (PC)	--	D
Fail (F)	Below 50	F

5.1 Further Description of Australian Grades at CHC

Exit Grade	Description	Assignment Grades	Percentages
HD – High Distinction	Exceptional work, comprehensive understanding, mastery of skills, extremely high interpretive and analytical ability, achievement of all objectives of the unit	All assessment pieces add up to at least 85 points.	85-100
D – Distinction	Excellent work, very high level of understanding, skills of a very high level, very high interpretive and analytical ability, achievement of all objectives of the unit	All assessment pieces add up to at least 75 points.	75-84
C – Credit	Good work, high level of understanding, skills of a high level, high interpretive and analytical ability, achievement of almost all objectives of the unit	All assessment pieces add up to at least 65 points.	65-74
P – Pass	Satisfactory work, adequate level of understanding, skills partially developed, adequate interpretive and analytical ability, achievement of most objectives of the unit	All assessment pieces add up to at least 65 points.	50-64
F – Fail	Unsatisfactory work, inadequate level of understanding, skills not sufficiently developed, inadequate interpretive and analytical ability, achievement of few or no objectives of the unit	All assessment pieces add up to less than 50 points.	<50

6 Additional Information and Course Policies

See the 2019 Millis Institute student handbook for information about attendance, extensions, assessment, and other policies related to this course.