

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL2CN18
Subject Title	Down Under: People and Society in Australia and New Zealand
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>Australia and New Zealand are politically, economically, and culturally important to our region. China is Australia's largest trading partner, and New Zealand's second largest. Over 2 million people in Australasia either claim Chinese ancestry or were born in China, Hong Kong or Taiwan. Understanding Australia and New Zealand is pivotal to economic and social success down under. This subject gives students a broad, but theoretically robust introduction to the people and societies of Australia and New Zealand. It traces the main themes in the historical, political and multicultural formation of these countries into successful social democracies, and their relationships with Asia. Students are also equipped with cultural skills by exploring social identities and how English is used down under. The subject closes with a survey of current issues in Australia and New Zealand, such as leisure and tourism, human rights issues, immigration, and gender. The subject will especially be of interest to students of social science, business, tourism, education and language.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. identify and understand key themes and challenges in Australian and New Zealand social, political and economic life, b. discuss issues relating to Australia and New Zealand as immigration nations and problematise ideas of Australasian cultures and identities, c. discuss core topics in Australia and New Zealand's relationships with Asia and beyond, d. understand and discuss the cultures and challenges for Indigenous people, e. understand features of the English language in Australia and New Zealand, f. apply their knowledge about Australia and New Zealand to their own field of study, g. show leadership by better understanding Australia and New Zealand people and society as neighbours in our region.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>The subject is divided into two focus areas, with the following indicative weekly syllabus:</p> <p>Who and what are Australia and New Zealand?</p> <ol style="list-style-type: none"> 1. An introduction: Geography, demography and government 2. Building the Australian and New Zealand nations 3. Immigration and multiculturalism 4. Indigenous people, cultures and reconciliation 5. Australasian identities and relationships

	6. Language in Australasia 7. Relationships with Asia and beyond Current issues and debates down under 8. Leisure and tourism 9. Relationships with the Crown 10. Human rights 11. Political perspectives on life, health and gender 12. The environment																																																				
Teaching/Learning Methodology <i>(Note 3)</i>	The subject will be taught through a blend of lectures and interactive seminars where students will be required to actively engage with and discuss course content and weekly readings through a variety of individual and group-based activities. This ensures students apply the new knowledge and theoretical concepts they have learned. Students will have the opportunity to critically discuss key issues facing Australia and New Zealand in comparative context with Hong Kong. Learning is supplemented by active participation in online class discussions.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="534 875 1482 1384"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Group presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Online discussion participation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Comparative case study essay</td> <td>40</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p data-bbox="534 1417 1489 1682">The subject is assessed entirely through coursework. Each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse social, economic or political phenomena in Australia and New Zealand. This is designed to foster a critical awareness of a specific area of society in Australia or New Zealand that students carry over to their own fields of study. The assessment pieces offer flexibility to ensure students can focus on social, political or economic topics of their choice in consultation with the instructor.</p> <p data-bbox="534 1720 1489 2056">The group presentation allows students in pairs or trios to present on a case study of a specific aspect of society, economy, politics, language etc in Australia or New Zealand. Online discussion requires each student to contribute to at least six weekly Blackboard discussions and to submit their ‘best three’ contributions for assessment vis-à-vis critical engagement with the literature and relevant theories. The comparative study requires students to choose a specific topic of their choice in consultation with the instructor (eg the electoral system, gay rights, English, relationships with Asia, the Chinese diaspora) and to compare and contrast the Australian and New Zealand situation/context in the form of a written essay.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Group presentation	30	✓	✓	✓	✓		✓	✓	2. Online discussion participation	30	✓	✓	✓	✓	✓	✓	✓	3. Comparative case study essay	40	✓	✓				✓	✓	Total	100 %							
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3. Comparative case study essay	40	✓	✓				✓	✓																																													
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Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Preparation for lectures and seminars	28 Hrs.
	▪ Preparation for assessments	52 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Albury, N. J. (2016). An old problem with new directions: Māori language revitalisation and the policy ideas of youth. <i>Current Issues in Language Planning, 17</i>(2), 161-178.</p> <p>Barta, T. (2008). Sorry, and not sorry, in Australia: How the apology to the stolen generations buried a history of genocide. <i>Journal of Genocide Research, 10</i>(2): 201-214.</p> <p>Collins, P., & Blair, D. (2001). Introduction. In D. Blair & P. Collins (Eds.), <i>English in Australia</i>. Amsterdam/Philadelphia: John Benjamins Publishing.</p> <p>Harris, Bede. (2017). Human Rights and the Same-Sex Marriage Debate in Australia. <i>Journal of Politics and Law, 10</i>(4): 60-72.</p> <p>Jackson, S. (2004). Reading New Zealand within the new global order: Sport and the visualisation of national identity. <i>International Sports Studies, 26</i>(1): 13-27.</p> <p>Jones, F. L. (2000). Diversities of national identity in a multicultural society: the Australian case. <i>National Identities, 2</i>(2): 175-186</p> <p>Mansillo, L. (2016). Loyal to the Crown: Shifting public opinion towards the monarchy in Australia. <i>Australian Journal of Political Science, 51</i>(2): 213-235.</p> <p>Milner, A. (2003). Reviewing our Asian engagement. <i>Australian Journal of International Affairs, 57</i>(1): 9-16.</p> <p>Morgan, N., Pritchard, A. & Piggot, R. (2002). New Zealand, 100% Pure. The creation of a powerful niche destination brand. <i>Journal of Brand Management 9</i>(4/5): 335-354.</p> <p>Tranter, B. (2011). Political divisions over climate change and environmental issues in Australia. <i>Environmental Politics, 20</i>(1): 78-96.</p> <p>Tung, R. L., & Chung, H. F. L. (2010). Diaspora and trade facilitation: The case of ethnic Chinese in Australia. <i>Asia Pacific Journal of Management, 27</i>(3), 371-392.</p> <p>Ward, C., & Masgoret, A. M. (2008). Attitudes toward immigrants, immigration, and multiculturalism in New Zealand: A social psychological analysis. <i>International Migration Review, 42</i>(1), 227-248.</p> <p>Other useful references</p> <p>Bell, C. (2002). The big 'OE'. Young New Zealand travellers as secular pilgrims. <i>Tourist Studies, 2</i>(2): 143-158.</p> <p>Loker-Murphy, L. & Pearce, P. (1995). Young budget travelers: Backpackers in Australia. <i>Annals of Tourism Research, 22</i>(4): 819-843.</p>	

	<p>Lucas, R. (1998). Dragging it out: Tales of masculinity in Australian cinema, from Crocodile Dundee to Priscilla, queen of the desert. <i>Journal of Australian Studies</i>, 22(56), 138-146.</p> <p>Mandisodza, A. N., Jost, J. T, & Unzueta, M. M. (2006). “Tall Poppies” and “American Dreams” Reactions to Rich and Poor in Australia and the United States. <i>Journal of Cross-cultural Psychology</i>, 37(6): 659-668.</p> <p>Tavan, G. (2004). The dismantling of the White Australia policy: elite conspiracy or will of the Australian people? <i>Australian Journal of Political Science</i>, 39(1): 109-125.</p> <p>Journal of Australian Studies: https://www.tandfonline.com/toc/rjau20/current</p> <p>The Journal of New Zealand Studies https://ojs.victoria.ac.nz/jnzs</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.