



The University of Southern Queensland

Course specification

Description: Identity and Culture in Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRI	1142	31095	1, 2004	ONC	1.00	WIBAY

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	1
ASCED code:	070303

STAFFING

Examiner: Marian Lewis

Moderator: Jon Austin

RATIONALE

In contemporary Australia, educators need to have a strong understanding of notions of belonging, individual and national identities, and the significance of difference and diversity as features of social and classroom life. This requires, in the first place, an understanding of ways in which identities are assumed, ascribed and modified in a personal or individual sense. Additionally, the impact of tendencies of globalisation must be understood in order to prepare students for participation in national and international communities. This requires an understanding of "Australianness" and of the dominant images of nationhood as well as the pedagogical implications of these.

SYNOPSIS

This course will provide students with the opportunity to develop an understanding of themselves, in the context of contemporary Australia. Students will be introduced to the influences around which identities are moulded, how these change and how they manifest in the Australian context. They will arrive at an understanding of the dimensions of cultures in Australian society, which are reflected in educational settings they will enter in their career. Globalisation and its impact on Australian society and culture will be explored. Students will be required to engaged in autoethnographic research work as a major learning experience in this course. This course includes five (5) days of non-supervised professional experience.

OBJECTIVES

On completion of this course, students should be able to:

- discuss various dimensions and axes of identity;

- engage in informed discussion of globalisation and its impact on Australian society and culture;
- articulate what it means to be a member of the Australian and global communities;
- identify and discuss pedagogical implications of matters of identity, diversity and difference;
- demonstrate an understanding of basic life history research approaches and techniques; and
- demonstrate an understanding of the key concepts of identity, culture, globalisation and pedagogy.

TOPICS

Description	Weighting (%)
1. Axes of identity	45.00
2. Diversity and difference	5.00
3. Culture	10.00
4. Belonging	10.00
5. Globalisation	5.00
6. Pedagogical implications of matters of identity and culture	10.00
7. Australianity	10.00
8. Life history, autoethnography and researching the self	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Austin, J (ed) 2003, *Identity and culture*, 3rd edn, Pearson, Sydney.

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Ang, I 1998, On not speaking Chinese - postmodern ethnicity and the politics of Diaspora, *Feminism and cultural studies*, Vol 24, pp1-18.

Clarke, MA, Davis, A, Rhodes, LK & Baker, ED 1996, 'Classrooms for minority students: a study of three teachers' (Available: http://www.cudenver.edu/~wdavis/3ts_abst) .

Dehyle D & Swisher, K 1997, Research in American Indian and Alaska native education: from assimilation to self-determination, *Review of research in education*, American Educational Research Association, USA, Vol 3, p.

Giroux, HA 1997, Rewriting the discourse of racial identity: towards a pedagogy and politics of whiteness, *Harvard educational review*, Vol 67, no.2, pp285-320.

Giroux, HA 1994, Doing cultural studies: youth and the challenge of pedagogy, *Harvard educational review*, Vol 64, no.3, pp278-398.

Hage, G 1994, Locating multiculturalism's other: a critique of practical tolerance, *New formations*, Vol 24, no. , pp19-34.

Herr, K & Anderson, G 1997, The cultural politics of identity: student narratives from two Mexican secondary schools, *Qualitative studies in education*, <http://www.sped.ukans>, Vol 10, pp45-61.

Jeater, D 1992, Roast beef and Reggae music: the passing of whiteness, *New formations*, Vol 18, pp107-121.

Ladson-Billings, G 1995, Toward a theory of culturally relevant pedagogy, *American educational research journal*, Vol 32, no.3, pp465-91.

Ladson-Billings, G 1996, Your blues ain't like mine: keeping issues of race and racism on the multicultural agenda, *Theory into practice*, Vol 35, no.4, pp248-55.

Maddox, R 1994, Culture, schooling, and the politics of class identity in an Andalusian town, *Comparative education review*, Vol 38, no.1, pp88-114.

Pena, RA 1997, 'Education policy analysis archives'5 (Available: <http://olam.ed.asu.edu/epaa/v5n>) .

Pewewardy, C 1997, 'Culturally responsive teaching for American Indian students' (Available: <http://www.sped.ukans.edu/~challeng/Cul>) .

Smolicz, JJ 1996, Education and cultural democracy: the search for a multicultural nation, *Challenges to European education: cultural values, national identities and global responsibilities*, Lang, New York, pp499-526.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	39.00
Private Study	87.00
Workshops	39.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROJECT, INCL JOURNAL/ARCHIVE	70.00	70.00	02 Mar 2004 (see note 1)
ASSIGNMENT	30.00	30.00	02 Mar 2004
NON-SUPERVISED PROFESSION EXP	1.00	0.00	02 Mar 2004 (see note 2)

NOTES:

1. The course examiner will advise the due dates for all assessment items.
2. Students must successfully undertake the 5 days non-supervised Professional Experience component and the academic component to pass this course. A value of 1 indicates you have passed the non-supervised Professional Experience component. Zero indicates you have not passed the non-supervised Professional Experience component.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then assignments may be penalised in accordance with the University policy on assignments.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the aggregate of the available weighted marks for those items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 All assessment items must be submitted and passed.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 12 Students must successfully undertake the 5 days non-supervised Professional Experience component and the academic component to pass this course.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 2 Students are to use a recognised referencing system as specified by the course examiner.
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