

Short Course Description	This course provides an opportunity to use specific concepts and methods necessary to develop a broad understanding of Australian society and its culture, particularly understanding of the diversity of Australian culture and the dynamics of its history. Students will have opportunities to investigate Australia's geohistorical setting, demography of the Australian population, cultural diversity, communities, work and the welfare state, social inequalities, rural and urban life, employment, the Australian family, tradition and authority, social structures and, culture and leisure, spirituality, religion and belief, popular culture and globalization.						
References	Main :						
	<ol style="list-style-type: none"> 1. Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge 2. McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated. 3. Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press. 						
	Supporters:						
Supporting lecturer	Prof. Slamet Setiawan, M.A., Ph.D. Lina Purwaning Hartanti, S.Pd., M.EIL. Laily Maulida Septiana Harti, S.S., M.AppLing.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to understand the course objectives and the significance of studying Australian society and culture	<ol style="list-style-type: none"> 1.The students are able to understand the complexity of Australian culture, and its relationship to the structure of the society 2.The students are able to understand an overview of the historical background and geographical context of Australia 	Criteria: The process of understanding and comprehending the topic Form of Assessment : Participatory Activities, Practice/Performance	Lecturing discussion Question and answer session Group work 2 X 50		Material: The concept of Australian society and culture References: Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.	5%
2	Being able to explore the diverse cultures, history, and contemporary issues of Indigenous peoples in Australia	<ol style="list-style-type: none"> 1.The students are able to understand the impact of colonization on Indigenous communities and their ongoing struggles for recognition and rights 2.The students are able to recognize the significance of Indigenous knowledge and contribution to Australian society and culture. 	Criteria: The process of understanding and comprehending the topic Form of Assessment : Participatory Activities, Practice/Performance	Teacher's feedback Group work presentation Question and answer session 2 X 50		Material: The diversity of cultures, history, and contemporary issues in Australia Reader: Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.	5%

3	<p>1. Being able to examine the history of migration to Australia and the development of a multicultural society</p> <p>2. Being able to analyze the cultural diversity and contributions of various migrant communities</p>	<p>The students are able to understand the policies that have shaped multiculturalism in Australia</p>	<p>Criteria: The process of understanding and comprehending the topic</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture's feedback Question and answer session Group work presentation 2 X 50</p>		<p>Material: Multiculturalism in Australia Bibliography: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	5%
4	<p>Being able to critically examine the concept of Australian identity and its evolution over time</p>	<p>1. The students are able to explore the role of national symbols, myths, and narratives in shaping Australian identity</p> <p>2. The students are able to explain how Australian identity is influenced by several factors</p>	<p>Criteria: After this session, the students will explain how Australian identity is influenced by several factors, including geography, history, and cultural expressions</p> <p>Form of Assessment : Participatory Activities</p>	<p>Group work presentation Individual assignment 2 X 50</p>		<p>Material: Australian Identity Bibliography: <i>Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge</i></p>	5%
5	<p>Being able to analyze key political issues and debates in contemporary Australia</p>	<p>1. The students are able to answer the question correctly regarding the Australian political system, institutions, and the role of government in shaping society</p> <p>2. The students are able to understand the government and politics in the Australian context</p>	<p>Criteria: The process of understanding and comprehending the topic</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lecture's feedback Question and answer session Quiz 2 X 50</p>		<p>Material: Government and Politics in Australian context Bibliography: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	5%
6	<p>Being able to analyze and evaluate key social issues in contemporary Australia</p>	<p>The students are able to understand the impact of the social issues and inequalities on Australian society and culture</p>	<p>Criteria: The students are able to explain about potential solutions and policy responses to these challenges using their own words</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lecture's feedback Question and answer session Group work presentation 2 X 50</p>		<p>Material: Social issues and inequalities References: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	5%

7	<p>1. Being able to explore Australian literature, art, film, music, and other cultural expressions</p> <p>2. Being able to analyze how cultural products reflect and shape Australian society and values</p>	<p>The students are able to consider the role of Australian media in shaping public discourse and cultural narratives</p>	<p>Criteria: The students are able to participate in the class discussion</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Discussion Question answer session 2 X 50</p>		<p>Material: Australian arts, culture, and media</p> <p>Bibliography: <i>Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge</i></p>	3%
8	<p>Being able to practice all of the previous materials</p>	<p>The students are able to answer all of the questions correctly according to the previous materials</p>	<p>Criteria: Scoring is based on the right answer</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Written test 2 X 50</p>		<p>Material: Comprehensive exploration of Australian society and culture</p> <p>References: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	10%
9	<p>Being able to understand the challenges and opportunities associated with different geographical contexts in Australia</p>	<p>The students are able to analyze the dynamics of Australian urban and rural communities, including issues related to urbanization, regional development, and sustainability</p>	<p>Criteria:</p> <ol style="list-style-type: none"> Scoring is taken from the results of teamwork and cohesiveness in discussions The group should be able to explain the challenges and opportunities associated with different geographical contexts in Australia <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Group discussion Lecturer's feedback 2 X 50</p>		<p>Material: Geographical context in Australia</p> <p>Reference: <i>Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.</i></p>	5%
10	<p>Being able to Discuss issues related to gender equality, LGBTQ, and the experiences of diverse communities within Australian society</p>	<ol style="list-style-type: none"> The students are able to critically analyze about gender, diversity, and inclusion The students are able to explore the policies and initiatives aimed at promoting inclusion and diversity in Australia 	<p>Criteria: Scoring is taken from the results of teamwork and cohesiveness in discussions</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Group discussion Lecturer's feedback Question and answer session 2 X 50</p>		<p>Material: Gender, diversity, and inclusion in Australian context</p> <p>References: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	10%

11	Being able to understand the importance of ethical considerations in addressing social and cultural issues	The students are able to explore the ethical and legal frameworks that guide social behavior and governance in Australia.	<p>Criteria: The students are able to participate in the class discussion</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecturer's feedback Question and answer session Group presentation 2 X 50		<p>Material: Ethical and legal framework in Australia Reference: <i>Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge</i></p>	4%
12	Being able to develop critical thinking skills related to Australian society and culture	The students are able to engage in thoughtful discussions and debates on complex societal issues	<p>Criteria: How to explain the complex societal issues in the Australian context</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Individual assignment 2 X 50		<p>Material: Critical thinking and analysis about Australian society and culture References: <i>Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.</i></p>	5%
13	Being able to review the materials related to the Australian society and culture	The students are able to review the materials related to the Australian society and culture	<p>Criteria: none</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion Question and answer session 2 X 50		<p>Material: Detailed issue in Australian context Bibliography: <i>Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge</i></p>	3%
14	Being able to enhance written and oral communication skills to effectively articulate ideas related to Australian society and culture	The students are able to explain in detail about the Australian society and culture based on students' perspectives	<p>Criteria: Based on the detailed or the right answers</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion Lecturer's feedback 2 X 50		<p>Material: Articulate ideas related to Australian society and culture Bibliography: <i>Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge</i></p>	10%
15	Being able to develop informed and evidence-based solutions to address cultural and societal issues in Australia	The students are able to provide evidence-based solutions to address cultural and societal issues in Australia	<p>Criteria: Based on the detailed or the right answers</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion Group assignment 2 X 50		<p>Material: Addressing cultural and societal issues in Australia Reference: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i></p>	10%

16	Being able to practice all of the previous materials from week 1 until final meeting	The students are able to answer the question correctly regarding all of the previous materials about Australian society and culture	Criteria: Scoring is taken from the results of the final exam Form of Assessment : Participatory Activities, Tests	Written test 2 X 50		Material: The concept of Australian society and culture Bibliography: <i>McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports. Melbourne: The Australian Society for Sports History Incorporated.</i>	10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.5%
2.	Portfolio Assessment	1%
3.	Practice / Performance	19.5%
4.	Test	25%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.