Today we live in a world awash with transformations. Globalisation, new information technologies, the biotechnology revolution, the technoindustrialisation of war, climate change and global warming: these are the major institutional and cultural transformations of our era. These are transformations which define the current agenda of the social sciences and humanities, and on a global scale.

The Hawke Research Institute (HRI) – Australia’s largest social science and humanities Institute – aims to develop first-class research contributions to the analysis and critique of these global transformations – both in terms of higher education and the wider public sphere. HRI is a key driver for the contribution of the Division of Education, Arts and Social Sciences at the University of South Australia to producing world-class research and innovation.

In 2012, the HRI hosted various public lectures, seminars and events presented by leading national and international academics and public intellectuals. Our flagship event the UNESCO Symposium – Reorienting Diaspora was held in September 2012. This engaging two day event brought together some of the leading international and national figures in diaspora research.

In addition, the Institute held a large number of successful academic events. Of particular note were the Hawke Research Institute Seminar Series and the highly successful Early Career Researcher Seminar Series. Of special prominence was the HRI Research Colloquium titled Performative Voices: Multidisciplinary Approaches to Music Research held in December. The Institute was also pleased that two of our members highlighted their research contributions in the popular public forum the ‘Knowledge Works Series’.

I hope that you will read this report with interest and find evidence of our desire to foster and facilitate a research culture that is globally orientated and publicly engaged. These are core values of the Hawke Research Institute.

Professor Anthony Elliott

*Director: Hawke Research Institute*
## Contents

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Vision

The Hawke Research Institute carries out the best of humanities and social sciences research in programs dedicated to building a sustainable and vibrant Australia. Its research focuses on producing outcomes aimed at influencing public policy and assisting communities locally, nationally and globally to build better societies.

Mission

The Hawke Research Institute promotes UniSA's commitment to educating professionals and citizens to the highest standards, to creating and disseminating knowledge, and to engaging with our communities to address the major issues of our time through multidisciplinary humanities and social sciences research by:

- Carrying out high calibre research and research training, scholarship and debate around questions of national and international importance to help create sustainable and just societies.
- Providing a forum in which public policy makers, public and private sector organisations, and national and international experts can explore, anticipate and evaluate complex social issues.
- Building policy and collaborative research capacity and a research culture within which postgraduate students, early career researchers and more established researchers can thrive.

Values

The Hawke Research Institute's research agenda aims to support UniSA's values as outlined in Horizon 2020:

- **Scholarship**: we will promote and sustain open intellectual enquiry characterised by high standards of ethics and integrity.
- **Engagement**: we value collaboration with private and public sectors and with local, national and international stakeholders.
- **Social justice**: we are committed to furthering social justice at every level. We are especially committed to working with Indigenous researchers, minority cultures and communities to achieve a more harmonious Australian society.
- **Sustainability**: we will conduct research that helps create sustainable and thriving communities.
- **Innovation**: we will focus on research that addresses the most complex problems faced by our communities.
- **Openness**: we will embrace new perspectives that will be multidisciplinary and reflect the diversity of our research mandate.

**Hawke at a glance**

Location: Underdale, South Australia  
Total number of higher degree students: 252  
Full members: 70  
Associate members: 35  
Affiliate members: 21  
Supported researchers: 68  
Number of research centres: 10

Review census 2012 figures and RIS Supported Researcher 2012 recipient data used
Since its inception, the University of South Australia has remained committed to the value of the humanities and social sciences in helping society to set directions and solve problems. The Hawke Research Institute (HRI), named after Australia's third longest serving prime minister, was established in 1997 to undertake public policy research and formed a collaborative relationship with the Bob Hawke Prime Ministerial Centre to present key research strengths and significant in public lectures and fora. This public interface draws external attention to areas of research excellence.

Our research strengths include; work and life, education and literacy, conflict management, equity, gender, postcolonial studies, religion and social policy. Within and across these areas – and coupled with the University's broader expertise in such fields as urban development, the environment, public health, business and information technology – researchers work in a number of networks and clusters to address contemporary social problems.

The institute's current membership comprises full members, associate members and affiliates working in the areas of humanities, education, arts and social sciences.

The following research centres and concentrations are located in HRI:

- Australian Centre for Child Protection
- International Centre for Muslim and non-Muslim Understanding
- National Centre for Student Equity in Higher Education

UniSA ReNew supported centre:
- Centre for Work + Life

School based research centres and concentrations:

- Centre for Post-colonial and Globalisation Studies
- Centre for Peace, Conflict and Mediation
- Centre for Research in Education (CREd)
- Group for Research in Integrity and Governance
- Research Centre for Gender Studies
- Social Policy Research Group

A Framework of Cooperation is in place with all Schools of the Division of Education, Arts and Social Sciences:

- David Unaipon College of Indigenous Education and Research
- School of Art, Architecture and Design (encompassing the Zero Waste SA Research Centre for Sustainability and Design)
- School of Communication, International Studies and Languages (encompassing the Research Centre for Languages and Cultures)
- School of Education (encompassing the Centre for Research in Education)
- School of Psychology, Social Work and Social Policy (encompassing the Centre for Sleep Research and the Centre for Applied Psychological Research).

In collaboration with the Bob Hawke Prime Ministerial Centre, HRI presents key research strengths and significant findings through a series of public events.
Hawke Research Institute members

The Hawke Research Institute operates within the context of the Vice Chancellor’s vision for the University (Horizon 2020), the research strategy established to help build research capacity and focus (ReNew), and the wider context of the federal government’s Excellence in Research for Australia (ERA) initiative. Members come from a range of disciplines across the four academic divisions within the University of South Australia, namely the:

- Division of Business
- Division of Education, Arts & Social Sciences
- Division of Health Sciences
- Division of Information Technology, Engineering & the Environment.

Membership is adjudicated according to the ReNew criteria and the institute has a total of 126 members at the September 2012 ReNew census.

Full members (70)

Full members are members of academic staff who meet the criteria of a minimum five outputs in the previous three years; early career researchers (ECRs) who do not meet the criteria but who meet the criteria for ECR status (PhD conferred within the previous five years); or research only staff, employed at half-time and above, who are solely funded by a research concentration.

Associate members (35)

The purpose of the associate membership category is to provide an opportunity to support the growth of both the institute and the individual’s research performance. Associate members play an active role in the activities of the institute and their area of research is related to the focus of the institute.

Affiliate members (21)

There are two types of affiliate appointments: adjunct staff members and external non-adjunct members who work in areas of direct relevance to the institute.

Supported Researcher Scheme (68)

The purpose of the Supported Researcher Scheme is to provide recognition and incentive to staff who have met defined research performance criteria in attracting research grants, publishing research outputs, supervising higher degree research completions, and who contribute substantially to the University’s performance. Individual grants of $1500 per annum are awarded to supported researchers and must be spent on activities to further their research, such as conference attendance and small-scale equipment purchases. Sixty-two per cent of Hawke Research Institute full members are supported researchers.
**Organisational structure**

**Pro Vice Chancellor and Vice President**
Professor Pal Ahluwalia

**Director**
Professor Anthony Elliott

**Deputy Director**
(Assoc Prof Jennifer Rutherford due to commence Feb 2013)

**Institute Manager**
Lynette Copus

**Academic Services Officer**
Phoebe Smith

**Institute Assistant**
Maureen Cotton

---

**Nationally Funded Research Centres**

**Australian Centre for Child Protection**
Acting Director
Prof Ed Carson
Director
Prof Fiona Ameen
Deputy Director
Assoc Prof Leah Bromfield
Centre Coordinator
Kate Greenfield
Community Research Liaison Officer
Christine Gibson
Research Assistants
Kery Lewig, Marie Iannos, Lisa DeLegge, Samantha Parkinson
Research Fellow
Dr Sara McLean
Research and Development Coordinators
Pauline Fennell, Dr Amanda Shea-Hart
Administrative Officer
Trudy Muggridge
Administrative Assistant
Rachel Grauwelman-Smith
Project Manager
Helen Francis

**Centre for Post-colonial & Globalisation Studies**
Director
Prof Pal Ahluwalia
Director
Prof Mohamed Chinekappan
Research Centre Director
Prof Suzanne Franzway
Research Fellow
Dr Gilbert Caluya
Research Support Officer
Sonia Saitov
Centre Assistant
Mary Jolly
Editorial Assistant
Kate Lennon

**Research Concentrations**

**Centre for Work+Life**
Director
Prof Barbara Pocock
Centre Coordinator
Elizabeth Oram
Senior Research Fellow
Dr Nahid Afrose Kabir
Centre Coordinator
Elizabeth Oram
Postdoctoral Research Fellows
Dr Grant Banfield
Research Support Officer
Sonia Saitov
Centre Assistant
Mary Jolly
Editorial Assistant
Kate Lennon

**Centre for Peace, Conflict & Mediation**
Director
Prof Elisabeth Porter
Centre Coordinator
Anthea Worley
Project Officer
Suzanne Pritchard
Centre Assistant
Jim Manning

**Group for Research in Integrity & Governance**
Convenor
Dr Howard Harris
Coordinator
Dr Sue King

**Social Policy Research Group**

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**International Centre for Muslim and non-Muslim Understanding**
Director
Prof Salman Sayyid
Centre Manager
Simon Beherma
Centre Coordinator
Elizabeth Oram
Senior Research Fellow
Dr Nahid Afrose Kabir
Postdoctoral Research Fellows
Dr Gilbert Caluya, Dr Chioe Patton, Dr Amota Maki
Research Support Officer
Sonia Saitov
Centre Assistant
Mary Jolly
Editorial Assistant
Kate Lennon

**Centre for Student Equity in Higher Education**
Acting Director
Prof Ed Carson
Director
Prof Fiona Ameen
Deputy Director
Assoc Prof Leah Bromfield
Centre Coordinator
Kate Greenfield
Community Research Liaison Officer
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Project Manager
Helen Francis

**Institute Manager**
Lynette Copus

**Academic Services Officer**
Phoebe Smith

**Institute Assistant**
Maureen Cotton

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**Centre for Research in Education**
Director
Prof Mohamed Chinekappan
Director
Prof Suzanne Franzway
Director
Prof Elisabeth Porter
Principal Research Fellow
Assoc Prof Sara Charlesworth
Research Fellows
Dr Natalie Skinner, Dr Larine Chapman, Dr Angelique Bletas
Research Assistant
Anthea Worley
Project Officer
Suzanne Pritchard
Centre Assistant
Jim Manning

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**Centre for Gender Studies**
Director
Prof Suzanne Franzway
Director
Prof Mohamed Chinekappan
Director
Prof Elisabeth Porter
Principal Research Fellow
Assoc Prof Sara Charlesworth
Research Fellows
Dr Natalie Skinner, Dr Larine Chapman, Dr Angelique Bletas
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Jim Manning

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**Postdoctoral Research Fellows**
Dr Eric Hsu, Dr David Radford, Dr Owen Churches, Dr Lisa Slater

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**Organisational structure**

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**Advisory Board Chair**
Hon. RJL (Bob) Hawke

**Director**
Professor Anthony Elliott

**Deputy Director**
(Assoc Prof Jennifer Rutherford due to commence Feb 2013)

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**Postdoctoral Research Fellows**
Dr Eric Hsu, Dr David Radford, Dr Owen Churches, Dr Lisa Slater

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**Institute Assistant**
Maureen Cotton

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**Academic Services Officer**
Phoebe Smith

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**Institute Assistant**
Maureen Cotton

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Centre Assistant
Jim Manning

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Administrative Assistant
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Project Manager
Helen Francis

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**National Centre for Student Equity in Higher Education**
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Director
Prof Fiona Ameen
Deputy Director
Assoc Prof Leah Bromfield
Centre Coordinator
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Trudy Muggridge
Administrative Assistant
Rachel Grauwelman-Smith
Project Manager
Helen Francis
ReOrienting Diaspora Symposium

The UNESCO Chair in Transnational Diasporas and Reconciliation Studies and the Hawke Research Institute with the International Centre for Muslim and non-Muslim Understanding (MnM) presented a joint symposium about ReOrienting Diaspora.

This two day symposium was an important opportunity for delegates to network with colleagues to explore the field of diaspora studies.

Empirical arguments suggest that diasporas have proliferated as a consequence of globalisation, which has apparently weakened links between places and peoples. Over the decades ‘diaspora’ has been used to refer to migrant communities of all kinds. These might include transnational communities with longstanding historical roots, such as those created during the colonial period or even older periods of globalisation, whose members may identify only in the loosest terms with a common point of origin ‘overseas’. Alternatively, these might include newer communities, created by new pressures for displacement and dislocation, and often compelled to move by new processes embedded within the conditions of contemporary, globalised coloniality. Yet the presence of such communities, and the resulting crisis of liberal politics in responding to this presence, also raises new scholarly opportunities; namely for reorienting scholarship around the large-scale migrations associated with modernity, from the colonial period to the conditions of contemporary coloniality.

The field of diaspora studies is not exhausted by the enumeration of an ever-expanding list of the communities that are considered to be diasporic. This is because underlying this empirical expansion is the possibility that we are in a new post-national terrain, which means not only a loosening of links between place and people, but also a condition marked out by a deterritorialisation of political subjectivities. In other words, diaspora refers not just to some groups who no longer have ‘homelands’ but to a generalised condition of ‘homelessness’.

Highlights

Topics included;

- ‘The Time of the Diasporic’
- ‘At Home in Motion: Evolving Identities in the Age of Globalisation’
- ‘Migrants, settlers and the (post-)colonial order: critical reflections on the Diaspora today’
- ‘A Liberalism Gone Wrong? ‘Muscular Liberalism’ and the Return of the Repressed’
- ‘Reorienting the Mahatma: The Indian Ocean Diaspora and the Making of Hind Swaraj’
- ‘Transformation of Diaspora: Indian Experience’
- ‘The fissures between citizenry and fresh migrants – Case Study of the Non-Resident Indians (NRIs) to Singapore’
- ‘In the Skin of Revolutionary Islam’
- Political technologies and the Postcolonial/Posturban World
- Reorienting Diaspora: Cycles of Transformations - the case of Kerala-India
- Living Death Camps: The Archaeology of Conflicts in Former Yugoslavia
- “The Model of Political-Performative Imagination in the Diaspora”
- The Israeli/Jewish case
- ‘Placing the Jewish People: Two Concepts of Diaspora’

The symposium concluded with a panel session entitled ‘Reflections on ReOrienting Diaspora’.

The symposium sessions were attended by academics, higher degree by research students and members of the public with lively debate at each session.
Associate Professor Sara Charlesworth awarded an Australian Research Council Future Fellowship Award

Associate Professor Sara Charlesworth, Principal Research Fellow in the Centre for Work and Life, was awarded a Future Fellowship in the 2012 ARC funding round, with $720,452 funding awarded over the five year period 2012 - 2016. The ARC received a total of 603 proposals for Future Fellowships for funding commencing in 2012, awarding 209 fellowships. Associate Professor Charlesworth was awarded one of only four in Law in Australia, and one of two awarded to researchers at UniSA.

The Future Fellowships scheme reflects the Australian Government’s commitment to promoting research in areas of critical national importance by enabling outstanding Australian and international mid-career researchers to conduct their research in Australia.

The objectives of the Future Fellowships scheme are to:

- attract and retain outstanding mid-career researchers;
- build collaboration across industry and/or research institutions and/or disciplines;
- support research in national priorities across all disciplines that will result in economic, environmental, social, health and/or cultural benefits for Australia; and
- strengthen Australia’s research capacity by supporting innovative, internationally competitive research.

Sara’s project: ‘Prospects for quality work and gender equality in frontline care work.’

Project Summary: Despite policy concerns about unmet demand for paid care, frontline care workers generally have poorer conditions than workers in other feminised sectors. This project will investigate the regulatory options to improve the quality of care work to build Australian expertise and knowledge about the links between job quality and quality of care services.

New Director appointed

After an extensive international search, Professor Anthony Elliott commenced in the role as Director of the Hawke Research Institute in October 2012.

Professor Elliott is a highly distinguished researcher in social theory, a field in which he is internationally recognised and acclaimed. Some of his other research interests include: the sociology of modern societies, globalization, makeover industries and cosmetic surgery, and identity. His current research projects include: Global Elites, Transnationalism and Cosmopolitanism; Social Theory and its Futures; Contemporary Japanese Social Theory; the history of the concept of society; and the concept of identity in the social sciences. He has attracted over $1 million in grants and applications from the Australian Research Council and related agencies, as well as over $700,000 in fellowship funding from other Australian sources.

Professor Elliott has brought with him a research team including Associate Professor Jennifer Rutherford who will take up the position as Deputy Director in February 2013, and several postdoctoral fellows including Dr Eric Hsu and Dr David Radford who commenced in October 2012. A third postdoctoral fellow will commence in 2013.

Associate Professor Rutherford holds degrees in Sociology, the Sciences of Language, and Social Anthropology and has trained as a psychoanalyst with the Ecole de la Cause Freudienne, Paris. Her research interest is interdisciplinary in focus, bringing together the humanities and social sciences coupled with writing and visual representation. Her chief research fields involve social theory, and psychoanalytic investigations of Australian social, cultural and literary texts. Other research interests include the poetics of space, nationalism and the politics of the far-right, visual sociology, literary theory and creative research.

With the Director, Deputy Director, Postdoctoral Fellows and the Institute Manager, the newly formed directorate team will focus on strengthening the HRI’s national and international reputation, forging links with key stakeholders and promoting excellent academic outcomes.
2012 Divisional Research Performance Fund Recipients:

(for funding in 2013)

The Divisional Research Performance Fund (DRPF) supports projects that advance the research productivity and profile of the Division. Its purpose is to build the Division’s research capability and capacity.

In the 2012/13 funding round, the DRPF will support a total of 20 projects, averaging $9,000 each.

**Creative Industries: case study of a ‘Practice-Led’ After-School Community Arts Program**

*Dr Nicole Anae (EDS)*

$10,000

**How long do the beneficial effects of naps really last?**

*Dr Siobhan Banks (PSW); Dr Chris Della Vedova (PMS/HSC); Prof Leon Lack (Flinders University); Prof Hans Van Dongen (Washington State University USA)*

$10,850

**Preventing cumulative harm pilot study: Identifying children at risk of repeated involvement with child protection services**

*AsPr Leah Bromfield (ACCP/HRI)*

$7,475

**The impact of domestic violence on relationships between women and their children: understanding maternal protectiveness**

*Dr Fiona Buchanan (PSW); AsPr Sarah Wendt (PSW); Dr Nicole Moulding (PSW)*

$9,065

**Social workers and psychologists working with older adults: Attitudes of students, professionals, and teaching staff**

*Dr Jill Chonody (PSW); AsPr Janet Bryan (PSW); Dr Rob Ranzijn (PSW)*

$8,461

**The use of tablet technologies for learning in schools**

*Dr Ruth Geer (EDS); Dr Wing Au (EDS); Dr Yvonne Zeegers (EDS); Bruce White (EDS); Dr Alan Barnes (EDS)*

$5,623

**New Pedagogies and Justice: A national workshop**

*AsPr Robert Hattam (EDS); Dr Kathy Paige (EDS); Mike Chartres (EDS); Dr Cathy Hammond (EDS); Dr Alison Wrench (EDS); Dr Robyne Garrett (EDS); Jeff Meiners (EDS); Dr Margaret Scrimgeour (EDS); Deborah Green (EDS)*

$9,820

**The Dark Inventory Study**

*Dr Phil Kavanagh (PSW)*

$4,000

**Reading the Mind in the Emoticons**

*Dr Hannah Keage (PSW); Dr Myra Thiessen (AAD); Dr Owen Churches (HRI)*

$14,342

**SASA Gallery External Scholars: five national scholars contribute to AAD research culture; five research based exhibitions and five publications**

*Dr Mary Knights (AAD); Prof Kay Lawrence (AAD); AsPr Thomas Mical (AAD); Dr Pamela Zeplin (AAD)*

$5,000

**Does sleep disruption impair cognitive development in young children through changes to blood flow in the brain?**

*Dr Mark Kohler (PSW); Dr Hannah Keage (PSW); Dr Owen Churches (HRI)*

$12,770

**Task Force project**

*Sharon Meagher (DUCIER); Sydney Sparrow (DUCIER); Dr Jared Thomas (DUCIER); Dr Olga Gostin (DUCIER); Dr Sue Anderson (DUCIER)*

$10,000

The Divisional Research Performance Fund (DRPF) supports projects that advance the research productivity and profile of the Division. Its purpose is to build the Division’s research capability and capacity.

In the 2012/13 funding round, the DRPF will support a total of 20 projects, averaging $9,000 each.
Naturalization of the Uncanny from Baroque to neo-Baroque
AsPr Thomas Mical (AAD); Dr Julie Collins (AAD)
$5,090

Interpretation and enactment of the Australian Curriculum by educators of students verified with a disability
Dr Deborah Price (EDS); Prof Emeritus Alan Reid (EDS)
$12,269

Sexuality and growing older in Australia: the experiences of women and men over the age of 50
Dr Margaret Rowntree (PSW)
$7,917

The adolescent “all-nighter”: effect of one-nights’ sleep deprivation on neurobehavioural performance, cognition and mood
Dr Michelle Short (PSW); Dr Michael Gradisar (Adelaide University)
$11,643

Democracy and Resource Governance in Myanmar (Burma): Avoiding the Resource Curse
Dr Adam Simpson (CIL)
$5,800

Professional Identities: A narrative inquiry of preschool and junior primary teachers
Dr Jamie Huff Sisson (EDS)
$13,406

Social Comparison Processes in the Classroom: A cross cultural analysis
Dr Jane Webb-Williams (EDS)
$8,608

Homelessness and intersectionality: examining how gender, race, class and age differences intersect to influence meanings and experiences of home and homelessness
Dr Carole Zufferey (PSW); Prof Donna Chung (University of Western Australia)
$10,944
In 2012 members of the Hawke Research Institute worked on 16 Australian Research Council (ARC) projects worth a total of $3.3 million.

**Educational leadership and turnaround literacy pedagogy**

*Assoc Prof Robert Hattam with Prof Barbara Comber, Hayes and Associate Professor Debra Hayes*

ARC Linkage Grant 2012–2014  
$185,000

Partner organisation: SA Department of Education and Children’s Services

This project will provide new ways of thinking about school reform for improving literacy achievement in high poverty contexts. The project will examine the ways in which new forms of educational leadership are developing in South Australian public schools and its effects on school culture, pedagogy and student literacy learning.

**Investigating international work-related travel, global airports and transnational networks: innovation, shape and boundaries of mobile lifestyles**

*Prof Anthony Elliott with Prof John Urry, University of Lancaster, UK*

ARC Discovery Project 2012–2014  
$150,000

This project is investigating international work-related travel, global airports and transnational networks, and aiming to provide new insights into the innovation, shape and boundaries of mobile lifestyles within airport spaces. The research investigates the development of global business networks associated with international work-related travel and global airports.

Taking the view that global airports are a laboratory of rich information about global life in the twenty-first century, this project involves two interrelated objectives:

1. theoretical research investigating the potential significance of travel time use for people travelling internationally by air for the purposes of work and the building of professional networks and ‘network capital’

2. strategic research, both qualitative and quantitative, exploring the global network of airline flows and specifically the production of mobile lives and network capital as linked to global airports across Australia, Asia, Europe and North America.

The project outcomes will potentially impact upon social policy in transport, education and lifestyle change by providing new knowledge about business innovation in the global electronic economy.

**Addressing the teacher exodus: enhancing early career teacher resilience and retention in changing times**

*Prof Bruce Johnson, Assoc Prof Rosie Le Cornu, Dr Judy Peters and Dr Anna Sullivan*

ARC Linkage project 2008–2012  
$164,000

Partner organisations: Department of Education and Training, Australian Education Union SA, State School Teachers Union of Western Australia, Association of Independent Schools of South Australia, Association of Independent Schools of Western Australia, Catholic Education Office of Western Australia

The first few years of teaching are difficult for many teachers. Yet research into the problems of beginning teachers is nearly exhausted. Few new ideas about how to address these problems are emerging. There is a need for a new generation of collaborative research that investigates how beginning teachers develop resilience and sustain their commitment to teaching. Therefore, this project aims to find out how early career teachers deal with threats to their well-being. It will identify what internal strengths and external strategies promote teacher resilience. It will provide the evidence base for interventions that will increase teacher commitment and reduce teacher attrition.
Indigenous knowledge: water sustainability and wild fire mitigation

*Dr Irene Watson (with Mr Lewis W O’Brien, A/Prof John W Boland and Dr Suzi J Hutchings)*

ARC Discovery Indigenous Researchers Development project 2011–2012  
$198,224

Sustainable management of the environment in Australia is currently informed by science. This project will create a space for cross-cultural translation between Indigenous knowledge on environmental management practices and mainstream science practices.

A legally informed intervention for schools to prevent and intervene in cases of cyber bullying

*Dr Barbara Spears, Assoc Prof Marilyn A Campbell, Prof Desmond Butler, Prof Donna S Cross, Prof Sally M Kift, Prof Phillip T Slee, Mr Andrew E Knott*

ARC Linkage project 2011–2014  
$143,226


Mandated literacy assessment and the reorganisation of teachers’ work

*Prof Barbara Comber and Assoc Prof Phil Cormack (with Assoc Prof Brenton Doecke, Dr Alex Kostogriz, Dr Rosie Kerin, Dr Dorothy Smith and Dr Alison Griffith)*

ARC Discovery project 2009–2011  
$173,000

The study will inform practitioners, teacher educators and educational policy makers about the ways that teachers’ work is being changed by the introduction of mandated standardised assessment and reporting processes. The research will provide insights into the ways in which teachers need to adapt standardised processes and policies to account for the varied student and community populations they serve. This is significant for educational policy as recent international studies of students’ literacy performance suggest Australia is lagging in terms of equity for low SES students.

The meaning of work, well-being and the changing terms, times and spaces of service sector jobs

*Prof Barbara Pocock*

ARC Discovery project 2011–2012  
$150,000

This research investigates how work and its terms, timing, technologies and location are changing, and how these affect well-being. It will analyse the meaning that service sector workers draw from work, and how workers at the top (like professionals and consultants) compare with those at the lower end (like carers and cleaners).

Missing workers: retaining mature age women workers to ensure future labour security

*Prof Rhonda Sharp (with Assoc Prof Siobhan Austen, Dr Rachel Ong, Assoc Prof Therese Jefferson and Prof Gill Lewin)*

ARC Discovery project 2011–2013  
Administered by Curtin University of Technology  
$245,096

This project will generate new data and analyses of the factors affecting the retention of mature age women in paid work. It will produce an evidence base on mature
age women’s employment for the development of policy frameworks aimed at strengthening labour security in the aged care and other sectors.

**Negotiating a space in the nation: the case of Ngarrindjeri**
Assoc Prof Robert Hattam, Assoc Prof Peter Bishop and Prof Pal Ahluwalia
ARC Discovery project 2010–2012
$226,000

One of the hopeful sites in post-apology Indigenous affairs in Australia is found in Indigenous community responses to contemporary governmentality. This project aims to research the case of the Ngarrindjeri nation and its negotiations across a complex agenda including caring for country, community leadership and governance, economic development, media representations, and inter(national) coalition building. The project is interested in understanding the negotiation, translation and transmission of cultural difference and aims to grasp the full range of Indigenous ways to be contemporary, and that includes especially engagements with capitalism, bureaucracy and media culture.

**People, pumps and pipes: a social study of change in the collaborative supply of irrigation services**
Dr Lia Bryant
ARC Linkage project 2010–2012
$162,663

Partner organisations: Primary Industries and Resources SA, Renmark Irrigation Trust, Social Inclusion Unit (SA).

As a result of climate change, water legislation and agricultural adjustment, the Renmark Irrigation Trust (RIT), Australia’s oldest trust, is facing unprecedented change. Water management for RIT has moved from a collective enterprise to devolution of licences to individuals. This movement may divide existing social networks. Using participatory research, community and individual perceptions and responses to change will be traced over three years. Social dynamics within RIT’s multicultural community will be examined as well as community identity, noting the significance of the trust and water as fundamental to working and living for irrigators. Results will inform policies to enable better integration of social dynamics with water trading.

**Punish them or engage them? Identifying and addressing productive and unproductive student behaviours in SA schools**
Prof Bruce Johnson and Dr Anna Sullivan (with Prof Laurence Owens and Prof Robert Conway)
ARC Linkage project 2011–2013
$156,676


This project will provide a contemporary understanding of productive and unproductive student behaviour, which is a key educational concern in Australia. Evidence will be obtained to inform educational decisions to engage and promote positive student behaviour and improve academic achievement.

**Renewing the teaching profession in regional areas through community partnerships**
Prof Marie Brennan, Prof Alan Reid, Dr Faye McCallum and Assoc Prof Michele Simons
ARC Linkage project 2010–2013
$164,469

Partner organisations: Catholic Education Office, Port Pirie, City of Mt Gambier, Eyre and Western Regional Office, Limestone Coast District Education, Limestone Coast Regional Development Board, SA Department of Education and Children’s Services, Tenison Woods College.

Schools are at the heart of community, social and economic regeneration in regional areas but teacher shortages and high turnover put quality of learning at risk. Improving teacher quality, attracting new
teachers and retaining more experienced teachers will expand learning opportunities for young people in rural and remote areas, and make the region attractive to other workers recruited to bring their families to the area – for mining, industry, service or professional employment. This partnership study will enable policy makers, employers, country community groups and teacher education faculties to be more strategic in working together in providing necessary teaching staff, with potential implications for other professional groups.

**A study of flexibilities that enable workforce participation and skill development and use, and their implications for work–life outcomes in Australia**

*Prof Barbara Pocock*

ARC Linkage project 2011–2015

$343,171

Partner organisations: Department of Education, Employment and Workplace Relations, NSW Department of Services, Technology and Administration, and SafeWork SA.

This project will examine how improved flexibility can assist the reconciliation of work and caring responsibilities, higher levels of employment participation and increasing skill development and utilisation across the Australian workforce, underpinning a more productive economy and improved well-being for Australian workers and their families.

**Taste and place: the transglobal production and consumption of food and drink**

*Prof Elspeth Probyn*

ARC Discovery project 2009–2012

$224,000

In recent times what and where we eat and how and where it is produced have become hot topics. From the global obesity epidemic, to worries about the use of land to grow bio-fuel, food has never been so bewildering. As production and supply chains separate where food is produced from where it is consumed, the analysis of globalisation, gender, class, ethnicity, place and taste are becoming vital.

**Work–life balance, well-being and health: theory, practice and policy**

*Prof Barbara Pocock*

ARC Linkage project 2010–2013

$376,000

Partner organisations: State Health Advisory Committee on Work Life: Creating Family Friendly Workplaces, and SafeWork SA.

This project addresses well-being and work–life issues within the WA health sector and the larger Australian workforce. Its two major components are a national work–life survey, the Australian Work and Life Index (AWALI), and an in-depth study of work–life challenges, policies and practices in the WA public sector health workforce. AWALI is a national survey of work–life outcomes amongst working Australians, repeated annually through this project in March/April from 2007 to 2010. AWALI examines the range of workplace, employment and personal/family factors that impact on the work–life relationship, and outcomes of work–life conflict for health and well-being.

**Work, life and sustainable living: how work, household and community life interact to affect environmental behaviours and outcomes**

*Prof Barbara Pocock and Dr Natalie Skinner*

ARC Linkage project 2010–2013

$240,000

Partner organisations: Community and Public Sector Union, Land Management Corporation, State Public Services Federation, Zero Waste SA.

The fight against climate change is being conducted on many fronts by governments around the world, but the amount we work and the amount we spend is not one of those. Many Australians work long hours, take few holidays and spend lots of money. This project will consider the potential to reduce our impact on the environment simply by rebalancing our work and family lives. Working four-day weeks and taking six weeks leave each year not only means more time for our lives, but less money spent on stuff.
In 2012 there were approximately 1400 attendees at 29 events presented by the Hawke Research Institute.

**Colloquia and symposia**

**ReOrienting Diaspora Symposium**

4 – 5 September 2012, City West campus

The UNESCO Chair in Transnational Diasporas and Reconciliation Studies and the Hawke Research Institute with the International Centre for Muslim and non-Muslim Understanding (MnM) presented a joint symposium about ReOrienting Diaspora. This symposium was an important opportunity for delegates to network with colleagues to explore the field of diaspora studies.

(For further details refer to the Highlights section of this document on p8).

**Research Colloquium**

**Performative voices: multidisciplinary approaches to music research**

1 – 2 December, Magill campus

A research colloquium sponsored by the Hawke Research Institute and organised by Dr Daniela Kaleva.


The colloquium presented the latest Australian research into the performativity of music. Distinguished scholars Prof Margaret Kartomi (Monash University) and Prof Jane Davidson (University of Western Australia) delivered two keynote addresses on emotion in re-creative early opera performance and comparative performativity research, respectively. Thirteen high quality papers were presented by scholars including invited speakers Assoc Prof Michael Halliwell (University of Sydney), Dr Nicholas Routley (University of Sydney) and Dr Paul Watt (Monash University) on topics ranging from performativity in drama, songs, opera, instrumental music, music pedagogy, music criticism and music media.

The colloquium featured a world premiere of the famous Lamento d’Arianna (1608) by Monteverdi using an extended version of the lament performed with gesture by Tessa Miller (soprano), Glenys March (harpsichord) and Catherine Finnis (viola da gamba), and finished with an interactive session titled Kallawaya Ronda by Dr Gerardo Dirié (Griffith University).

**Hawke Research Institute Distinguished Lecture Series**

**Recent developments in Japanese social theory**

25 October 2012, City West campus

Professor Masataka Katagiri, Chiba University, Japan

Professor Katagiri examined the development of contemporary Japanese social theory through changes in self-narratives and discourses of the self. These changes are related to wider global transformations, especially individualisation, postmodernisation and globalisation in Japan.

**Book Launches**

**Changing the paradigm: education as the key to a socially inclusive future**

Edited by Tom Stehlik and Jan Patterson, was launched by Emeritus Professor Alan Reid AM

1 March 2012, City West campus

Changing the paradigm is about changing the paradigm of the established system of schooling in Australia. Education has long been recognised as the key to addressing intergenerational and social disadvantage, but the notion of a socially inclusive future is the particular concern of this book. Contributors from academic, policy and practice settings include: Peter Bishop, Marie Brennan, Helen Dolan, Phillipa Duigan, Robert Hattam, Katherine Hodgetts, Susanne Koen, Alison Mackinnon, Jillian Miller, Patrick O’Leary and Simon Robb. Tom Stehlik is a Senior Lecturer in the School of Education at UniSA. Jan Patterson led the evaluation and research work of the SA Social Inclusion Initiative.
Youth, music and creative cultures
By Associate Professor Geraldine Bloustien and Professor Margaret Peters
Launched by Associate Professor Catherine Driscoll, from the Department of Gender and Cultural Studies, University of Sydney
13 March 2012, City West campus
Youth, music and creative cultures demonstrates the power of music in the lives of many disadvantaged youth. It offers an evocative cross-cultural exploration into the everyday lives and music practices of young people from seven very different urban locales in Australia, the UK, the US and Europe. They document their passion for music from their own broad social, cultural and ethnic perspectives, using their own video and camera footage to reflect their learning processes and music activities. These narratives, alongside the views and observations of their peers and mentors, are presented in a dialogic format that both supports and challenges the views and analysis of the authors.

Changing the paradigm: education as the Making feminist politics
By Suzanne Franzway and Mary Margaret Fonow was launched by Janet Giles, SA Unions Secretary
23 April 2012 at Imprints Booksellers, Adelaide
Making feminist politics explores how feminist politics within organised labour movements is helping to shape transnational forms of labour activism. Suzanne Franzway and Mary Margaret Fonow draw on interviews with union women, observations of international labour events and activities, and historical documents of international labour organisations. By analysing the sexual politics of trade unions, families and transnational labour activism, the book shows why unions and the feminists within them are important transnational actors who are building alliances to secure social and economic justice for all workers.

Learning life from illness stories
Edited by Peter Willis and Kate Leeson, was launched by Dr Lynn Arnold AO, former state premier, humanitarian and now student of theological studies
17 September 2012, Magill campus
Learning life from illness stories brings together the stories of people who have lived with serious illness, either their own or that of a loved one. The authors share their experiences of pain, grief and despair, and of love, hope, seeking happiness, writing poetry, practising yoga, praying and protesting. This is a book about courage, and finding strength and joy in hard times. It will inspire anyone seeking meaning in the chaos of their own difficult circumstances.

Routledge companion to contemporary Japanese social theory: from individualization to globalization in Japan today
Edited by Anthony Elliott (UniSA), Masataka Katagiri (Chiba University) and Atsushi Sawai (Keio University).
25 October 2012, City West campus
The editors have brought together some of the most influential social scientists to assess current trends in Japanese social theory, including Kazuhsa Nishihara, Aiko Kashimura, Masahiro Ogino, Yumiko Ehara and Kiyomitsu Yui. The volume also contains dialogues with these Japanese contributors from authoritative western social theorists – including Axel Honneth, Roland Robertson, Bryan S Turner, Charles Lemert and Anthony Elliott – to reflect on such developments. The result is an exciting, powerful set of intellectual exchanges. The book introduces, contextualises and critiques social theories in the broader context of Japanese society, culture and politics, with particular emphasis on Japanese engagements and revisions of major traditions of social thought. Divided into two sections, the book surveys traditions of social thought in Japanese social science and presents the major social issues facing contemporary Japan.
Resourcing early learners: new networks, new actors
By Sue Nichols, Jennifer Rowsell, Helen Nixon, Sophia Rainbird

29 November 2012, Magill campus

The landscape of early childhood education and care is changing. Governments worldwide are assuming increasing authority in relation to child rearing in the years before school entry, beyond the traditional role in assisting parents to do the best they can by their children. As part of a social agenda aimed at forming citizens well prepared to play an active part in a globalised knowledge economy, the idea of ‘early learning’ expresses the necessity of engaging caregivers right from the start of children’s lives.

Nichols, Rowsell, Rainbird and Nixon investigate this trend over three years, in two countries, and three contrasting regions, by setting themselves the task of tracing every service and agent offering resources under the banner of early learning. Far from a dry catalogue, the study involves in-depth ethnographic research in fascinating spaces such as a church-run centre for African refugee women and children, a state-of-the-art community library and an Australian country town. Included is an unprecedented inventory of an entire suburban mall. Richly visually documented, the study employs emerging methods such as Google mapping to trace the travels of actual parents as they search for particular resources. Each chapter features a context investigated in this large, international study: the library, the mall, the clinic and the church. The author team unravels new spaces and new networks at work in early childhood literacy and development.
Seminars

Activism for peace: transforming lives with lessons from Nepal
24 February 2012, Magill campus

Presented by Dr Chintamani Yogi.

Hosted by the Centre for Research in Education and the Hawke Research Institute in partnership with Global Communities for Peace.

Dr. Chinta Mani Yogi is the founding Principal/Coordinator of the Hindu Vidya Peeth School in Nepal. He is also the founding Chairperson of the Shanti Sewa Ashram - Peace Service Centre supporting the women, children and youth with life skills, literacy, numeracy programs, spiritual guidance and hope for the future. Dr Yogi also teaches yoga and meditation with Guru Gorakhnath and is involved in National Interfaith Movement. Dr Yogi described his work in educational and youth programs in Nepal and elaborated on his humanitarian vision and goals. Dr Yogi is the founding Chairperson of the Peace Service Centre Nepal, the founder of Values Education in Nepal and the founding principal of Hindu Vidyapeeth school in Kathmandu.

Financial crisis, austerity and gender equality in the UK
22 August 2012, City West campus

Presented by Emeritus Professor Diane Elson, Emeritus Professor in Sociology, University of Essex, UK.

Hosted by the Hawke Research Institute in collaboration with the Centre for Work + Life and the Research Centre for Gender Studies.

Margaret discussed the issues raised in her public lecture on incarcerated mothers, then discussed career opportunities, planning and trajectories.

Hawke Research Institute Seminar Series

‘Our spirit rises from the ashes’: Mapoon Festival and history’s shadow
13 April 2012, City West campus

Presented by Dr Lisa Slater, Postdoctoral Research Fellow, Hawke Research Institute.

In 1963 the Queensland police forcibly removed Aboriginal people from Mapoon mission, on Western Cape York in the far north of Australia, and then burned their houses to the ground to prevent their return. Forty-four years later, on 18 November 2007, the rebuilt town held the inaugural Mapoon Day Festival. I came to the Mapoon Festival accidentally, after sitting next to the principal of Mapoon Primary School on a local airline flight, who invited me to their festival, where they were hoping Midnight Oil – an iconic Australian rock band known for their stance on Indigenous rights – would play ‘Beds are Burning’ (a song about Aboriginal land rights, which many in Mapoon felt referred literally to the burning of their town in 1963). My interest in this event lies not only with what, at least for me, is a fascinating and heroic local history, which tells too much about Australia’s race relations, and the too-often forgotten violence of capitalism, but also in taking Isabelle Stengers’ advice to ‘take your time to open your imagination and consider this particular occasion’. In this paper I discuss the recent history of Mapoon, the Mapoon Day Festival, and my experience encountering people and their stories at this event. What might a humble event such as the Mapoon Festival illuminate about belonging in and to our unruly time?
Food in the Northern Territory Emergency Response: untangling biopolitics and pleasure
25 May 2012, City West campus

*Presented by Dr Dinesh Wadiwel, Department of Sociology and Social Policy, University of Sydney, and Deirdre Tedmanson, School of Psychology, Social Work & Social Policy, University of South Australia.*

In this paper we examine the role of food in the Northern Territory Emergency Response (NTER), arguing that there is a correlation between new governmentalised bureaucratic regimes of race war and a moralising national public discourse about the rationale for the NTER. A focus of our paper will be the regulation of alcohol as part of the NTER, whereby it is currently an offence to drink, possess, supply or transport liquor in a prescribed area, and the Australian government has declared that alcohol abuse ‘lies at the heart of the continuing dysfunction in some Aboriginal communities in the Northern Territory’. Alcohol restrictions will remain in place under the Australian government’s new ‘Stronger Futures’ policies. The NTER intervention reveals both the political economy of neo-colonial power and the ways in which ‘race power’ is embedded in the discursive environment. We suggest that not only violence but also pleasure, including in relation to sexuality and food, are central to the modalities of power in neo-colonial domination.

Changescapes
1 June 2012, City West campus

*Presented by Professor Ross Gibson, Professor of Contemporary Arts at the University of Sydney and a Fellow of the Academy of the Humanities in Australia.*

*Hosted by the Hawke Research Institute and the School of Art, Architecture and Design*

In ‘Transforming Mirrors’, an influential essay from 1996, the Canadian artist David Rokeby observed that when contemporary artists make interactive and emergent artworks, they are not especially interested in producing a finished object. Instead they are looking to make relationships that are always in process. Rokeby thinks of such artworks as ‘very nervous systems’. I have come to understand them as ‘changescapes’. In my presentation I would like to examine some changescapes in order to understand how some aesthetic, technological or ethical creations from recent times have emerged to help us address the experiences of mutability, near chaos and complexity that surround us everywhere now and seem intractable to traditional, critically distanced analysis. Particularly, I would like to examine the role of narrative in the experience of changescapes, to understand better how stories grant access to knowledge in a very particular and pertinent manner. I will use some examples from my own art practices, as well as from more celebrated practitioners, in order to grasp some of the knowledge-production that can occur as a consequence of the ‘emergent’ and ‘participant’ aesthetics that prevail in many interactive/emergent artworks nowadays.

Alterity, urban densities, India
14 June 2012, City West campus

*Presented by Anand Bhatt, Architect and owner of ABA-NET, a private organisation based in New Delhi, India*

This seminar focused on questions that arise in urban situations, taking as examples ersatz Indian cities such as Gurgaon, which have been extruded from the landscape since 1990 in response to India’s new liberal policies encouraging international trade and investment. The first part of this seminar inspected the imagining of such cities, with Gurgaon as an example. While Indian cities since the 1800s can be described using the metaphor of a chessboard, with artefacts of an autochthonous and an essentially colonial extraction creating an alterity Indian architects have become familiar with, a visual ‘screen survey’ of cities such as Gurgaon, and analysis of professional discourse, media and architectural gossip, evidence ‘pataphorical’
imagining. The second part of this seminar used extensive documentation created by the Master Planning Implementation Support Group, and research into discontinuities, moments of rapid transformation and ruptures evidenced since the 1800s in India, to place this imagining in context. In the final part of this seminar we began to discuss the methodology and future directions of a joint research program.

Social democracy in uncertain times: governing the politics and economics of emotion

22 June 2012, Magill campus

Presented by Professor Carol Johnson, Professor of Politics, University of Adelaide

This paper argues that economic governance involves not just governing the domestic economy and, increasingly, the impact of international markets on it, but also governing the political economy of affect. Indeed, contemporary western governments face particular challenges as they negotiate turmoil in global markets, the rise of Asia and the relative decline of the West, with implications for feelings of security, uncertainty and fear of the ‘Other’. This paper draws on examples from a range of countries, including Britain and the US, although with particular emphasis on Australia. Australian social democratic governments, like their international counterparts, have not just been concerned with governing the economy and society. They have also been concerned with governing the politics and political economy of emotion, particularly in regard to feelings of economic and social security and the politics of fear. Nonetheless, Australian social democracy’s embrace of aspects of neo-liberalism has had unintended implications for their ability to construct an alternative emotional regime to that of their opponents. The implications for comparative studies of social democracy, and for the increasing literature on the economics and politics of emotion are also identified.

Cognitive load theory: what do we learn – and how do we learn?

20 July 2012, Magill campus

Presented by Emeritus Professor John Sweller, Australian educational psychologist from the School of Education, University of New South Wales

Our rapidly progressing knowledge of human cognitive architecture has considerable implications for instructional design. Two categories of knowledge important to instructional design are biologically primary and biologically secondary knowledge. We have evolved to acquire primary knowledge over many generations while secondary knowledge is cultural knowledge that humans have not evolved to acquire. Human cognition when dealing with secondary knowledge constitutes a natural information processing system that has evolved to mimic the architecture of biological evolution. Cognitive load theory uses this architecture to generate a large range of instructional effects concerned with procedures for reducing extraneous working memory load in order to facilitate the acquisition of knowledge in long-term memory. This talk reviewed the theory, summarised some of the effects generated and indicated the instructional implications that flow from the theory.

Iraq: federalism and the question of ethnic and sectarian conflict

27 July 2012, Magill campus

Presented by Dr Sherko Kirmanj a Visiting Academic at the University of South Australia and serves as a Postdoctoral Research Fellow, Ministry of Higher Education, Kurdistan Region, Iraq

Following the US invasion of Iraq many scholars have focused on federalism as a suitable model for restructuring Iraq. However, there has been no consensus, either among Iraqi politicians or western scholars or diplomats on the most effective configuration for a federal system. While one group sees the Iraqi problem as an administrative issue, proposing eighteen regions corresponding to eighteen provinces prior to US invasion, another
group, in response to recent Sunni–Shi‘i violence suggests a ‘three-state solution’. Others suggest another configuration based on five broad ‘pluri-national’ regions. This suggestion stems from an ideal of egalitarian distribution of power and wealth among the five regions. I argue that these suggestions fail to consider that Iraq’s predicament is deeply rooted in unresolved ethno-national and sectarian problems. I examine the evolution of the discourse on federation in Iraq and highlight the varying motives behind the demands of each ethnic and sectarian group in their quest for a federal Iraq. I conclude that restructuring Iraq should be based on the will of its constituents and in keeping with the Iraqi constitution. I conclude that any solution prescribed to resolve the Iraqi dilemma that does not take the question of identity seriously is doomed to fail.

Relationships between poetry and visual art, and how art and poetry can be brought into the public arena

3 August 2012, City West campus

Presented by Lisa Gorton, poet, critic and novelist.

‘Memories of the outside world will never have the same tonality as those of home and, by recalling these memories, we add to our store of dreams; we are never real historians but always near poets, and our emotion is perhaps nothing but an expression of the poetry that was lost’ (Gaston Bachelard, The poetics of space). In this seminar, Lisa Gorton combined a poetry reading with illustrations and essays upon the relationship between images, memory and place. She considered the work of Bachelard, Walter Benjamin, Roger Hiorns, Diena Georgetti and Frances Yates – through these, exploring the idea that images take their power from no trick of language but of memory: from its trick of possession, which remakes rooms as facts of consciousness, and from its trick of scale, which stores lost years in a small fact.

Law and politics in the ‘benighted lands’: frontiers of colonialism on the Malay Peninsula

24 August 2012, Magill campus

Presented by Dr Amrita Malhi, Postdoctoral Research Fellow, Hawke Research Institute, UniSA

This paper addressed the location of the British colonial boundary, and the politics of location in the space beyond the boundary, on the Malay Peninsula during the 1890s. In 1895 Hugh Clifford, a colonial administrator, travelled to Terengganu and Kelantan, two independent Malay states that remained outside both Malaya and Siam. In his later writing, Clifford referred to these states as the ‘Benighted Lands’. This label assisted Clifford in mapping liberal colonial notions of law, government and politics on to the peninsula’s geospatial surface. The Benighted Lands lay beyond the reach of projects of colonial governmentality, and Clifford found them to be sites of a conduct of public life whose rules he found corrupt and malign. Indeed, these lands represented a space beyond the political as Clifford understood it: they formed a region of refuge for insolent rebels driven by corruption, venality and ‘Muhammadan fanaticism’. Clifford could find no political explanation for why such rebels would be feted in these lands as anti-colonial holy warriors. Clifford’s writing reveals that he recalled this space as benighted precisely because it remained unenclosed and ungoverned by the global liberal geo-culture. As such, it hosted a Muslim subjectivity that was imagined in ways that remained beyond Clifford’s comprehension.

Unemployment and long-term mental health scarring

14 September 2012, Magill campus

Presented by Dr Mattias Strandh, Reader of Sociology Umeå University, Sweden

Over the last thirty years a great number of high quality longitudinal studies have followed individuals into or out of unemployment, showing the strong negative effects of unemployment on mental health. Most of this research has focused
on relatively direct effects of unemployment, with the assumption that re-employment restores mental health to pre-unemployment levels. This relatively short-term perspective contrasts with investigations into other aspects of unemployment. Research into the socioeconomic consequences of unemployment has long focused not only on the direct effects of unemployment such as duration of dependence or economic problems but also on long-term negative effects on labour market participation. These long-term labour market consequences of unemployment are described as unemployment scarring, a term that highlights the longer lasting impacts of unemployment.

Using a life course epidemiological perspective, where individuals’ exposure to certain living conditions is related to future health outcomes, such scarring effects on mental health seem quite possible. This means we typically underestimate the mental health costs of unemployment, and the true costs of the current unemployment situation facing Europe and North America. In this talk I looked at some recent and ongoing analyses of long-term mental health effects of different kinds of unemployment experiences in youth and later in life. The analyses were based on a long-term study of school leavers in northern Sweden, following them through five survey waves from age 16 to age 42.

‘We all have models in our mind’: the importance of models in social science research
28 September 2012, Magill campus

Presented by Professor Ilana Snyder, Faculty of Education, Monash University

Researchers across the social science disciplines are interested in the development of new theoretical models to explain and interpret their findings. They may believe that the dominant models are in a way deficient or that they lack flexibility and explanatory power. Alternatively, they may wish to disrupt an existing conceptual model, while others may identify lacunae that render a model obsolete. Whatever the catalyst, the emergence of new models within a particular field is intimately bound up with disciplinary developments, social conditions, the creation of new knowledge and the researchers themselves, who have their own interests, backgrounds and agendas. Most importantly, models are always situated within their own time and context. The focus of the presentation was the role of models in social science research with particular attention to literacy education. It took as its starting point Brian Street’s dictum that ‘we all have models in our mind’.

Looking through the mashrabiya: colonial visuality and the Muslim question
26 October 2012, City West campus

Presented by Dr Chloe Patton, Postdoctoral Research Fellow, International Centre for Muslim and non-Muslim Understanding

The enduring hegemony of western imperialism after the formal end of European colonial empires owes much to particular ways of visualising time and space. While visual cultural theorists have mapped out what is often termed a ‘scopic regime’ that is peculiar to western modernity, its foundational relationship with what is deemed non-European is often overlooked within visual studies. Expanding on recent historical work in visual cultural theory that places the colonial experience at the very heart of the development of this western way of seeing, I begin this paper by exploring the theoretical significance of religion within visual modalities of coloniality. Working through the motif of the mashrabiya, the decorative lattice screen that is an iconic element of Islamic architecture, I then analyse an example of what I term ‘scopic coloniality’ in the form of French efforts to unveil Muslim women. The Algerian haïk and the niqaab currently favoured by a small minority of French women, like the mashrabiya, simultaneously enable and deny vision. I argue that resistance to the panopticism of the face-covering veil in both contexts throws into relief the operations through which scopic coloniality is produced and reproduced.
The doctrine of discovery in Australia and the United States
30 October 2012, City West campus

Presented by Professor Robert J Miller, Lewis and Clark Law School, Portland, Oregon, USA

England explored and colonised the United States, Australia, New Zealand, and Canada under the authority of an international law called the doctrine of discovery. Europeans justified their sovereign and property claims over Indigenous peoples and their lands all around the world with the discovery doctrine. This legal principle was rationalised by religious and ethnocentric ideas of European and Christian superiority over the other cultures, religions and races of the world. The doctrine provided that newly arrived Europeans automatically acquired property rights in the lands of Indigenous peoples and gained political and commercial rights over the Indigenous inhabitants. The United States Supreme Court expressly adopted discovery in 1823 in the case of Johnson v M’Intosh and American, Australian, Canadian and New Zealand governments and courts have cited and relied on that case and discovery to try to control Indigenous peoples. Australia and the United States did not apply the elements of discovery in the exact same manner or at the exact same time periods, but the similarities of their use of discovery are striking and not the least bit surprising since the doctrine was English colonial law. Viewing Australian and American history and law in light of the doctrine of discovery helps to expand the knowledge and understanding of both countries and their attempts to colonise Indigenous peoples.

Digital literacies on the move: global and local perspectives
29 November 2012, Magill campus

Presented by Associate Professor Mastin Prinsloo, School of Education, University of Cape Town

Hosted by the Hawke Research Institute and the School of Education.

Lecture abstract

We need to examine and explain how digital media resources are received and engaged with by persons situated on the global periphery if we want to understand the contemporary social impact of new media and media resources. Much of the research on new media engagement studies successful users at the global core, in ‘western’ and ‘northern’ settings, and that research presents a less than complete picture of digital literacy practices today. I argue that communicative resources of all kinds, in their uses and functions, are shaped by context and place, and I examine, by way of case studies, what that means for people engaging with new media resources who are not part of the global mainstream. I make the case that research needs to take account of the specificity, affordances and limits of place, conceived both in geographic terms and as sites of social production and reproduction. At the same time research has to pay attention to ways that electronic media offer translocal resources and practices for engagement. Digital media exist in the local and offer agency to users, but not without the constraints that mark their status as persons located on the globalised periphery. The study of digital media practices also becomes the study of social difference and inequality of access to resources, of multilingualism, linguistic and semiotic innovation, mobility and constraint under conditions of globalisation.
Early Career Researcher Seminar Series

Crafting communities
17 October 2012, City West campus

Hosted by Peter Walker, School of Art, Architecture and Design

Seminar keynote speaker:
Professor Christopher Rose is known both for his work in arts-science-design collaborations and for his leadership of one of the UK’s best-known multidisciplinary design programs titled ‘Three Dimensional Design and Materials Practice’, University of Brighton, England. Christopher has extensive experience with multidisciplinary approaches to cross-cultural design initiatives in the UK, USA, Eastern Europe and South India.

Presentations from:
Joji M Misaele, Fijian Canoe Project, Acting Head of School, School of Mechanical Engineering, Fiji National University
Mark Nizette, Port Resloution, Vanuatu, archaeologist and PhD researcher from ANU, Canberra

Post-presentation discussion led by:
Peter Walker, Senior Lecturer, Interior Architecture, University of South Australia
Damian Madigan, Lecturer, PhD researcher, Architecture, University of South Australia
David Morris, Senior Lecturer, Architecture, University of South Australia
Jasmine Palmer, Program Director, Master of Sustainable Design, University of South Australia

Centred around two current design research projects – the Fijian Canoe Project, Suva, Fiji, and the Port Resolution Visitor Accommodation, Tanna Island, Vanuatu – the seminar will explore issues of cultural sensitivity, historical traditions and current critical design thinking. Both projects involve students and staff from the School of Art, Architecture and Design, University of South Australia who are collaborating with local communities in Fiji and Vanuatu to achieve social, economic and environmental outcomes through design propositions. The seminar included presentations from three invited international and national speakers and a moderated discussion session.

Analysing sleep and sleep disturbance
5 - 6 November 2012, City East campus

Presented by the Hawke Research Institute and the Centre for Sleep Research

Featuring:
Dr Oliviero Bruni, Chief of the Pediatric Sleep Centre, Department of Developmental Medicine and Psychiatry, University of Rome ‘La Sapienza’ University of Rome, Italy
Dr Raffaele Ferri, Chief of the Sleep Research Centre and chairs the Department of Brain Aging, Neurology IC, Oasi Institute for Research on Mental Retardation and Brain Aging in Troina, Italy

The seminar provided expert training and education in sleep neurophysiology and analysis, with a specific focus on techniques to assess the microstructure of sleep physiology. The relationship between sleep physiology and cognition as well as pathological conditions was discussed with ample time for discussion.

Cybersafe citizens: the role and responsibility of educators in sustaining cyber safe, cyber savvy and productive cyber citizens
27 November 2012, City West campus

Convened by Dr Deborah Price and Dr Barbara Spears, University of South Australia

Featuring:
Nancy Willard, internationally acclaimed researcher and Director of Embrace Civility in the Digital Age, a program of the Center for Safe and Responsible Internet Use, Oregon, USA

Presentation topics included positive uses of technology to support young people, mental health and school bullying, and cyber bullying and the law. The keynote was presented by Nancy Willard, ‘Cyber savvy: embracing the role of positive peers in prevention and intervention’.
**Professorial lecture**

Two Hawke Research Institute members presented a professorial lecture as part of the University of South Australia’s Knowledge Works public lecture series

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**Crafting communities**

17 October 2012, City West campus

*Associate Professor Thomas Mical, Associate Professor of Architecture, School of Art, Architecture and Design*

In a world where urbanisation, globalisation and mobility emphasise the individuality of places, it is important to understand how unusual and unfamiliar spaces can have a positive effect on culture and society in everyday life. Just as cultural alterity enriches the urban experience, so too can spaces be enriched by diversity. The unpredictable, the fantastic, the unimaginable are aspects of difference that have a rich and provocative history and, when incorporated into places, become a source of delight.

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**When kingship came down from heaven: ethics and the political**

18 December 2012, City West campus

*Professor Salman Sayyid, Director: International Centre for Muslim and non-Muslim*

‘When kingship came down from heaven …’ So begins perhaps the oldest surviving political treatise: the Sumerian King List. The idea of government being mandated by heaven seems strange in this age where the overriding experience of governance is commonly recognised by its sheer dullness. While dreams of heavenly mandated orders may haunt many, there are traces of political theology in the contemporary discourse of the ‘war on terror’. However, there is a more common aspect to the opposition between ethical conduct and political practice, as malicious acts can be found every day in the monotonous shuffle of paperwork and bureaucracy. As people experience the tension between erratic applications of power and the expectation of ethical behaviour, the demand that governance be fair and compassionate finds echoes not only in politics but in everyday life.
Early career researcher seminar grant

Six early career researcher seminar grants were awarded in 2012 to the value of $65,005.

- $15,922 was awarded to Dr Mark Kohler, Lecturer, School of Psychology, Social Work and Social Policy for ‘Analysing sleep and sleep disturbance’.
- $14,533 was awarded to Dr Deborah Price, Lecturer, School of Education for ‘Cybersafe Citizens: The role and responsibility of educators for sustaining cyber safe, cyber savvy and productive cyber citizens’.
- $9,000 was awarded to Mr Peter Walker, Program Director: Sustainable Design, School of Art, Architecture and Design for ‘Crafting Communities’.
- $6,930 was awarded to Dr Angelique Bletsas, Research Fellow, Centre for Work + Life for ‘Public Governance Regimes in Welfare and Work: Interpretations, Intersections, and Interchanges’.
- $5,000 was awarded to Dr Carolyn. Boyd, Research Associate, School of Psychology, Social Work and Social Policy for ‘Longitudinal analysis: Unlocking the secrets of SEM and HLM’. This seminar was deferred until February 2013.
- $11,620 was awarded to Dr Chris. Brisbin, School of Art, Architecture and Design for ‘See no evil, hear no evil, speak no evil’. This seminar was deferred until March 2013.
Books published by Hawke Researchers in 2012

Detailed data on publications for 2012 is not yet available. In 2011 the Hawke Research Institute produced 76 audited publications.

<table>
<thead>
<tr>
<th>Audited publications (weighted)</th>
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<tbody>
<tr>
<td>A1 – Authored research books</td>
<td>15</td>
</tr>
<tr>
<td>B – Book chapters</td>
<td>19</td>
</tr>
<tr>
<td>C1 – Refereed Journal articles</td>
<td>59</td>
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<tr>
<td>E1 – Refereed conference papers</td>
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<td>Audited publications total</td>
<td>165</td>
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<tr>
<td>Weighted publications per Full Member (all levels)</td>
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**Associate Professor Geraldine Bloustien and Associate Professor Margaret Peters**, *Youth, music and creative cultures: playing for life*, Palgrave Macmillan, 2011.

**Susan Luckman**, ‘Locating cultural work: the politics and poetics of rural, regional and remote creativity’, Palgrave Macmillan, 2012


**Peter Willis and Kate Leeson** (eds), ‘Learning life from illness stories’, Post Pressed, 2012

**Pal Ahluwalia, Stephen Atkinson, Peter Bishop, Pam Christie, Robert Hattam and Julie Matthews** (eds), ‘Reconciliation and pedagogy’, Routledge, 2012


**Angela Constabile and Barbara Spears** (eds), ‘The impact of technology on relationships in educational settings’, Routledge, London, 2012
The Australian Centre for Child Protection

The Australian Centre for Child Protection is a national research centre working to develop evidence-based approaches to prevent and respond to child maltreatment. Through research and training of students and professionals we seek to identify the best practices to prevent and reduce child maltreatment in vulnerable and high risk populations.

Founded by the University of South Australia and the Australian government in 2005, the Centre has become known nationally and internationally as a key driver in advancing innovation in child protection, policy and practice. With an emphasis on building the evidence base and boosting best-practice care for children who are at high risk, a multidisciplinary team works on a range of projects with collaborators from government, community, academia, philanthropic and professional organisations and the not-for-profit sector.

The Australian Centre for Child Protection is funded by the Australian government through the Department of Innovation, Industry, Science and Research.

National Centre for Student Equity in Higher Education

Founded in 2008, the National Centre for Student Equity in Higher Education (NCSEHE) is a research centre funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) and hosted by the Hawke Research Institute.

The Centre seeks to inform student equity policy and practice in Australian higher education. In pursuing this goal, it has five overlapping objectives:

- to produce knowledge about student equity in higher education
- to disseminate knowledge about student equity to researchers, practitioners, and senior policy makers and advisors in the higher education sector
- to contribute to building research capacity in the area of student equity in higher education
- to facilitate discussion and debate on student equity matters among researchers, practitioners and senior policy makers and advisors
- to provide advice to practitioners and senior policy makers and advisors in the field.
International Centre for Muslim and non-Muslim Understanding

The International Centre for Muslim and non-Muslim Understanding (MnM Centre) takes the view that understanding is not simply a matter of developing empathy or gaining greater knowledge; it also requires changing the style of thinking that initiates misunderstandings. For this reason, the MnM Centre is committed to developing a distinct approach to countering the thinking and habits that lead to misunderstandings between those who are Muslims and those who are not. This means that our analytical focus is directed not towards a clash of religions or cultures but rather towards the way in which different communities encounter each other.

The MnM Centre aims to be a world-class centre that will improve understanding between Muslims and non-Muslims. Understanding, however, is not simply a matter of gaining better knowledge or developing empathy but also changing the original terms of reference by which misunderstandings are generated. For this reason, the Centre has a long-term commitment to the development of a distinct analytical approach that focuses on understanding Muslims outside the prism of religious studies (such as Islamic studies or Quranic studies) and area studies (such as Middle Eastern studies, Asian studies or African studies). By pioneering critical scholarship, and creating opportunities for open dialogue and community engagement, the centre will position itself to transcend the divide between the Muslim and non-Muslim worlds.

During 2011, the Centre established links and developed Memoranda of Understanding with Casa Árabe (Madrid, Spain) International Institute for Arab and Muslim World Studies; with the Granada Summer School (Spain); and with UC Berkeley, USA.

The Centre for Post-colonial and Globalisation Studies

The Centre brings together studies of globalisation and postcolonialism to offer a unique perspective on the issues of the modern world. The Centre’s research harnesses the breadth of this approach – bringing together disciplines as diverse as anthropology, sociology, media and theology – to examine questions of power and representation that impact on the development of sustainable democratic societies.

Group for Research in Integrity and Governance

The Group for Research in Integrity and Governance conducts research and engages with practitioners in the areas of corporate governance and integrity. Members of the group share a common interest and involvement in matters related to integrity, whether it is integrity per se as a virtue, maintaining the integrity of one culture or enterprise as it engages with another, or establishing trust as a basis for complex transactions. Recent research and publications have focused on applied ethics, sustainable development, globalisation, corporate social responsibility, the implementation of new management systems within organisations, complex adaptive systems and university governance. The group is multidisciplinary and draws members from both the Division of Business and the Division of Education, Arts and Social Sciences.
**Centre for Peace, Conflict and Mediation**

The Hawke Research Institute’s Centre for Peace, Conflict and Mediation (CPCM) studies all types of conflict and promotes conflict transformation, mediation, dispute resolution and peace building that benefits diverse cultural groups in local, national, regional and international contexts. The CPCM was established in 1993 and its objectives are:

- to provide a pivotal point for research and consultancies in the areas of peace and conflict studies, violence prevention, dispute resolution, mediation, conflict transformation and peace building, in close collaboration with community organisations, government, tertiary sector and international networks
- to develop ethical, inclusive, just, culturally sensitive theories and practices of conflict resolution and peace building through consultancies, interdisciplinary research, seminars and conferences
- to provide opportunities for ongoing critical analysis of approaches to conflict and violence in diverse multicultural societies
- to contribute scholarly and practical, positive alternatives to violence through developing differing approaches to conflict transformation for different contexts; models for workable relationships; cross-cultural comparisons of mediation, dispute resolution and restorative justice; inclusive, just analyses of plural identities; and ideas and practices on conflict, coexistence, interdependence, security and reconciliation
- to offer culturally relevant expertise in the education and training of people who are involved in resolving conflict and building peaceful relationships.

**Centre for Work + Life**

The Centre for Work + Life is a national research centre that investigates work and its intersection with household, family, community and social life in Australia. It aims to identify long-term change and to inform responses to the significant challenges around work and life.

The Centre was established in 2006 and earned research income of over $3 million in its first five years, generating an excellent publication record. It is led by Prof Barbara Pocock, with six full-time and four part-time researchers and professional staff, and seven full-time PhD students.

Since its inception the Centre has undertaken major research projects and consultancies, collaborating with government, industry, unions and the community sector. The Centre addresses issues of significant public policy interest, focusing on disadvantaged workers, comparing the experiences of men, women and children, applying multiple methods, and bringing evidence to bear on policy.

The Centre aims to:

- generate innovative thinking about work and life in Australia, making sense of experience in order to improve the well-being of Australians
- generate policy ideas based on evidence and sound reasoning, to assist the creation of better institutions, cultures and practices of work and life
- form a lively intellectual community that encourages collaborative, quantitative and qualitative, and internationally comparative research
- train new researchers
- disseminate ideas and information through publications, the web, and consultation with workers, employers, unions, carers, children and governments.
Research Centre for Gender Studies

The Research Centre for Gender Studies is a multidisciplinary research concentration comprising researchers from the Divisions of Education, Arts and Social Science, Business, and Information Technology, Engineering and the Environment. The Centre fosters excellence and creativity in research and postgraduate training on gender by bringing together the research interests and teaching expertise of university members across nine disciplines.

The Centre’s goal is to foster research on gender as a key social category of enquiry by building and strengthening:

- postgraduate research culture
- the culture of collaboration within the membership
- competitive grant applications
- refereed publications in high quality and useful areas
- interdisciplinary and multidisciplinary research
- international research collaborations
- contributions to national and international policy.

Social Policy Research Group

The research work of the Social Policy Research Group continues to centre on the themes of; community capacity building and development; poverty, homelessness and social inequality and human services work and practices.

Community capacity building and development

Research is focussed on both urban and rural communities in Australia, India and Vietnam, exploring the structures through which community capacity can be enhanced, and the nature of the partnerships involved between local government and communities, and within Indigenous communities.

Poverty, homelessness and social inequality

Research within this theme focusses on the intersection of gender, homelessness and mental health and the implementation of social inclusion strategies in South Australian communities. Amongst the social policy initiatives that are the focus of research are projects sponsored by local, state and commonwealth governments in both metropolitan and regional communities.

Human services work and practices

Research in this area explores both the experience of human service practitioners and the factors that shape their working life. Some research is focussed within particular practice arenas whilst other strands explore the broader practice context of human services work.
Summer scholars

The Hawke Research Institute funds a number of High Achiever Research Vacation Scholarships each year. These scholarships are for undergraduate students in their third or Honours year who have a strong academic record. The scholarships provide the opportunity to undertake research with experienced researchers for up to eight weeks, usually between November and February, in a recognised research institute or centre within UniSA.


Recipients were:

- Cameron McTernan (School of Communication, International Studies and Languages)
- Nicol Bliss (School of Education)
- Will McIntosh (School of Psychology, Social Work and Social Policy)
- Michelle Morris (School of Psychology, Social Work and Social Policy)
- Stewart McDougall (School of Psychology, Social Work and Social Policy)

Higher degree research students

In 2012, members of the Hawke Research Institute supervised 275 higher degree research students (HDR) working within all five Schools in the Division of Education, Arts and Social Sciences.

This represents more than half of the higher degree by research students in the Division and around a fifth of those across the University.

In 2011, Hawke Research Institute members supervised 23 HDR students to completion.
Dr Eric Hsu

Dr. Eric L. Hsu is a Post-Doctoral Research Fellow at the Hawke Research Institute, University of South Australia. Previously, he was an Associate Lecturer of sociology at Flinders University. His primary research interest revolves around the emerging sociological study of sleep. His doctoral thesis explored how sleep research can broaden our understanding of the social world. He also maintains an interest in the sociology of time (e.g., social acceleration, time shortage), globalization theory and contemporary consumer culture. He is co-editor of Globalization: A Reader (Routledge, 2010), and most recently, he has contributed to a number of edited volumes, which include the Handbook of Identity Studies (Routledge, 2011), the Routledge Companion to Contemporary Japanese Social Theory (Routledge, 2013) and the Encyclopaedia of Consumer Culture (Sage, 2011).

Dr David Radford

Dr David Radford completed his PhD at Flinders University in 2011. His thesis focused on religious and social change after the collapse of the Soviet Union in Kyrgyzstan, Central Asia. He has lived and worked extensively in Central and South Asia. Prior to taking up a position as Postdoctoral Research Fellow at the Hawke Research Institute Dr David Radford lectured in International Relations at Flinders University (2011-2012) on the Middle East and Central Asia. Dr Radford is currently engaged in a research project investigating international work-related travel, global airports and transnational networks with Professors Anthony Elliott and John Urry.

Dr Owen Churches

Dr Owen Churches is a cognitive neuroscientist working on social cognition. That is, how do our brains facilitate our social experiences and how do these social encounters affect our brains? Of all the objects in the world, none provide more social information to us than faces (our own and other people’s). Dr Churches works most of the time examining the neural mechanisms of face perception and how these brain structures are dysfunctional in disorders such as autism. He investigates these questions by recording the electrical and hemodynamic activity in the brain. Recent findings include the discovery that the regions of the brain that help focus attention and the regions of the brain that process facial information are less interconnected in autism, and the finding that these face-processing regions in the brain exhibit less complex patterns of information processing in autism. He is a founding member of the Cognitive Neuroscience Laboratory at UniSA.

Dr Lisa Slater

Dr Lisa Slater works primarily in the disciplines of Indigenous, postcolonial and cultural studies, with a research and teaching portfolio that is strongly interdisciplinary. Her research seeks to understand and define the processes of neo-colonialism, contemporary Indigenous identity formation and settler-colonial belonging, with a particular focus on the ways cultural production – most recently cultural festivals – are sites for the expressions of Indigenous sovereignty and ethical inter-cultural engagement. Her recent publications include: ‘“Don’t let the Sport and Rec. officer get hold of it”: Indigenous festivals, big aspirations and local knowledge’, Asia Pacific Journal of Arts and Cultural Management, 8(1), 2011: 630–644; ‘“Our spirit rises from the ashes”’: Mapoon festival and history’s shadow’ in Festival places, ed C Gibson and J Connell, Channel View Press, 2011.
Hon Bob Hawke AC, CGL (Chair), Former Prime Minister

The Hon RJL (Bob) Hawke AC was Prime Minister of Australia from 1983 to 1991. Born in Bordertown, South Australia, he was Western Australia’s Rhodes Scholar of 1953 and graduated with the degree of Bachelor of Letters from Oxford University. Mr Hawke was made a Companion of the Order of Australia (AC) in 1979. His distinguished career has encompassed leadership of the Australian Council of Trade Unions (ACTU), elected President of the ALP, and a parliamentary career culminating in Prime Ministership in 1983. He won three successive elections, and is Australia’s third longest-serving Labor prime minister. He was honoured by the University of South Australia with the creation of the Bob Hawke Prime Ministerial Centre and the Hawke Research Institute in 1997, which he has actively supported. He initiated the International Centre for Muslim and non-Muslim Understanding in 2007. He has been awarded several honorary doctorates, from UniSA, Nanjing University of China, Oxford University and others. His honorary roles include Member of the Board of Advisers of the Boao Forum for Asia; Chairman of the Committee of Experts on Membership of the Education International; Chairman, Trade Union Education Foundation; Member of the Advisory Board, Deliberative Issues Australia; and Patron of Indigenous Engineering Aid.

Professor Pal Ahluwalia, Pro Vice Chancellor and Vice President: EASS, University of South Australia

Prof Pal Ahluwalia has been Pro Vice Chancellor of the Division of Education, Arts and Social Sciences since March 2008. His main research interests lie in the areas of African studies and social and cultural theory and his work is widely published and internationally renowned for breaking down disciplinary boundaries and challenging orthodoxy. In October 2008, Prof Ahluwalia was appointed Chair in Transnational Diasporas and Reconciliation Studies for the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Professor Stuart Cunningham, Director: ARCCOE, Creative Industries & Innovation, Queensland University of Technology

Prof Stuart Cunningham is the Centre Director and Leader of Program 1: Crisis in Innovation. He is Professor of Media and Communications, Queensland University of Technology, holds a ministerial appointment to the Library Board of Queensland, and is an elected member of the Council for Humanities, Arts and Social Sciences (CHASS). He was President of the Council of Humanities, Arts and Social Sciences (CHASS), 2006–08, an appointed member of the Australian Research Council’s College of Experts, 2005–07, and Chair of the Humanities and Creative Arts Panel of that College, 2007; Treasurer and Executive Member of Council, Australian Academy of the Humanities, 2002–06; and Node Convenor, Cultural Technologies, for the ARC Cultural Research Network, 2004–06. He was Foundation Chair of QPIX, Queensland’s Screen Resource Centre, 1997–2005 and a Commissioner of the Australian Film Commission, 1992–98. Professor Cunningham received the Centenary Medal in 2003 for services to the humanities in Australia.
Professor Anthony Elliott, Director: Hawke Research Institute, University of South Australia.

Professor Anthony Elliott joined the University of South Australia as Director of the Hawke Research Institute in October 2012. A social theorist specializing in the intricate connections between identity and globalization, his research has had a major impact in sociology and the social sciences in Europe and Australasia, but also in other countries too. He is the author and editor of approximately 30 books. He has lectured at about 100 academic and professional institutions worldwide, and his writings have been translated or are forthcoming in over a dozen languages.

Professor Geoff Gallop, Director: Graduate School of Government, University of Sydney

Prof Geoff Gallop studied at the University of Western Australia, and Oxford and Murdoch universities. From 1986 to 2006 he was a Member of the Western Australian Legislative Assembly, a minister in the Lawrence Labor government from 1990 to 1993, the Leader of the Opposition from 1996 to 2001 and the Premier of Western Australia from 2001 to 2006. After retiring from politics he was appointed Professor and Director of the Graduate School of Government, University of Sydney, a position he still holds. In 2008 Prof Gallop was made a Companion of the Order of Australia.

Associate Professor Tess Lea, Department of Gender & Cultural Studies, University of Sydney

Assoc Prof Tess Lea is an anthropologist who studies policy worlds as cultural domains and bureaucrats as peopled communities. Assoc Prof Lea has longstanding interests in health, housing, education and governance. Her QEII Fellowship addresses the question these interests generate: namely, can there be good social policy in rural and remote Australia; and what is the good of good?

Professor Sakkie Pretorius, Deputy Vice Chancellor: Research & Innovation, UniSA

Prof Sakkie Pretorius joined the University of South Australia as Deputy Vice Chancellor and Vice President: Research and Innovation in December 2011. A microbiologist specialising in yeast biotechnology, he has a longstanding proven track record in the development of internationally recognised research programs and the translation of research to industry. As Deputy Vice Chancellor and Vice President: Research and Innovation, Prof Pretorius is committed to building a culture of excellence in academic research at the University of South Australia that creates value and opportunity for industry and the wider community.
Professor Marian Pitts, Director: Australian Research Centre in Sex, Health and Society, La Trobe University

Prof Marian Pitts is a trained psychologist and is currently Director of the Australian Research Centre in Sex, Health and Society at La Trobe University, Victoria. She has international experience in research and teaching and has made a major contribution to the development of health psychology both in the UK and internationally.

Professor Judyth Sachs, Deputy Vice Chancellor (Provost), Macquarie University

Prof Judyth Sachs is Deputy Vice Chancellor, Provost at Macquarie University. She has held senior positions at the University of Sydney and Griffith University. Her research interests lie in the areas of women and leadership, higher education policy, teacher professionalism and teacher professional development. Prof Sachs has authored or co-authored nine books, has published her work in various international journals and has given keynote addresses at various international conferences.

Professor Krishna Sen, Dean: Faculty of Arts, Humanities & Social Sciences, UWA

Prof Krishna Sen (FAHA), Dean of the Faculty of Arts, Humanities and Social Sciences at the University of Western Australia, is an internationally recognised scholar of contemporary Indonesia. She has held teaching and research positions at Murdoch and Curtin universities, and was the Executive Director for Humanities and Creative Arts at the Australian Research Council in Canberra.

Professor Mandy Thomas, Dean of Research Development, Division of Research and Commercialisation, Research and Commercialisation – DVC Office.

Prof Mandy Thomas took up the position of Dean of Research Development, Research and Commercialisation - DVC Office at QUT in December 2012. Prior held positions have included; Pro Vice Chancellor at the Australian National University and the Australian Research Council as Executive Director, Humanities and Creative Arts and as the coordinator of the Discovery Projects scheme. At the Australian National University, Prof Thomas was a member of both the university's Education and Research Committees, and worked closely with other senior colleagues in developing the university's strategic approach to research and education. Prof Thomas has broad research and research training responsibilities which include higher degree research (HDR), research integrity and equity. An anthropologist by training, she has published widely on political and social change in Vietnam, Asian cultural production, migration and regional cultural traffic.
Lynette Copus, Institute Manager

Lynette Copus has been the Hawke Research Institute Manager since September 2012 and her role includes management of the operational, business and administrative functions. Lynette has worked within the private, public, and tertiary sectors and her previous roles at UniSA have been as the Manager: Promotions and Subject Matter Expert, Program and Course Management System Project in ISTS and School Manager, School of Education.

Kate Leeson, Editorial Assistant

Kate Leeson is the editor for the Hawke Research Institute and her role includes providing editorial services to members of the Hawke and authoring the website. Kate was one of the first editors to receive the new national award of Accredited Editor. She has previously worked as a freelance editor, as an editor of legal journals and as a research assistant at Adelaide and Flinders universities and UniSA.

Maureen Cotton, Institute Assistant

Maureen Cotton is a member of the administrative team at the Hawke Research Institute. Her role is to provide administrative support to the director of the institute and to support the activities of the institute. Maureen is a longstanding UniSA staff member, previously working as an Academic Services Officer with the Division of Information Technology, Engineering and the Environment.

Phoebe Smith, Academic Services Officer

Phoebe Smith is a member of the administrative team at the Hawke Research Institute. Her role involves event management and support to academic staff in the institute. Phoebe completed her Bachelor of International Studies at Flinders University. She has previously worked as a Senior Publications and Advertising Officer and International Marketing Support Officer with the Division of Education, Arts and Social Sciences.
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