



ABST201

Dichotomies in Indigenous Imaging

S2 Day 2014

Indigenous Studies - Warawara

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General Information

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Fridays 1-2pm or by appt

Credit points
3

Prerequisites
12cp

Corequisites

Co-badged status

Unit description

In contrast to past-colonial curatorial practices, some recent museum exhibitions involving Indigenous cultural heritage have sought and achieved some measure of meaningful collaboration with the descendants of the people whose culture is represented. This has often presented interesting problems and paradoxes, especially when the descendants are thought, by museum curators, to no longer practice traditional culture. These problems are made particularly manifest when the traditional objects exhibited are specially manufactured by living people using modern technology. In this unit we interrogate the concept of tradition and consider different ways of understanding it. We do this by undertaking some comparative analyses of some recent museum exhibitions.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Use information technology and other sources to research seminar questions.
- Present critical arguments based on academic sources.
- Research a given question using academic sources.

Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
Recognise and evaluate Indigenous self-representation in museum contexts.

General Assessment Information

All assessment items must be attempted in order to pass this course. Please submit assessment in the formats indicated in the assignment descriptions.

Readings for each week are available through iLearn, grouped by each week of semester; you must read these before class and come prepared to discuss them.

Assessment Tasks

| Name | Weighting | Due |
|--|-----------|------------|
| <u>Short pieces</u> | 35% | 08/08/2014 |
| <u>A specific item at AHM</u> | 40% | 17/09/2014 |
| <u>Indigenous Museums</u> | 15% | 15/10/2014 |
| <u>Responses to other students</u> | 10% | 12/11/2014 |

Short pieces

Due: **08/08/2014**

Weighting: **35%**

Throughout the semester, complete these five short pieces by the due dates notes. These are designed to give you further opportunities to interact with the main ideas we are discussing throughout the unit and to prepare for the specific focus topics for the week they are due.

DUE Friday 8 August by 5pm on iLearn.

Write a short reflection (250-300 words) about ONE of the texts we looked at in class today (texts all available on iLearn):

- Ulali's song "Museum Cases"
- Lisa Bellea's poem "Artist Unknown"
- Wendy Rose's poem "Three Thousand Dollar Death Song"
- Brandy Nalani McDougall's poem "Lei Niho Palaoa"
- JC Sturm's poem "At the Museum on Puke-Ahu"

DUE Weds 3 September by 10am on iLearn.

Write a short (250 - 300 words) response to ONE of the assigned readings for this week.

DUE Weds 8 October in class.

Reflecting on the way personal and political/ cultural/ national stories intersect in *Butterfly Song*, undertake a project about a specific item of your own material heritage. It might be something you have where you live now, or it might be something that stays with a family member or elsewhere. Find out as much information as you can about the item: how and when it was produced, its provenance, the physical materials involved, and any oral/ family stories that connect to the item. Also try to find out about the general kind or form of category. Fill in the assessment template (available on iLearn) with as much information as you can, and bring a printed copy at the beginning of class on 8 October.

DUE Weds 29 October by 10am on iLearn.

Choose one place name or street name that is relevant to you: it might be where you live, where you grew up, or a place that has some other meaning to you. Find out what you can about the many names that have been used for that specific piece of land and write a short piece (250 - 300 words) about this. Think about street names, and especially think about how names are changed and reinforced.

DUE Weds 5 November by 10am in class.

Choose ONE item that is 'displayed' through a museum collection online/ virtual museum. Write a letter, song or poem addressing that item. (Up to one page or 250-300 words; whatever is relevant for the style of your piece.) Bring a printed copy to class.

On successful completion you will be able to:

- Use information technology and other sources to research seminar questions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

A specific item at AHM

Due: **17/09/2014**

Weighting: **40%**

FIRST STAGE DUE in class Wednesday 17 September 2014

(15% of overall mark)

Choose ONE item connected to Indigenous Australia that is on display at the Australian History Museum. You will focus on this item for this project and also your final project.

Conduct some preliminary research into the item: what is it? who made it? how was it acquired? what other information is supplied in the context of the AHM display? what other knowledge can you bring with you to your understanding of this item? what information can you find about the source/ context of the item?

Prepare a SIX slide powerpoint to share with the class during class time on 17 Sept. Your slides should present the following material:

- A photograph or sketch of the item - consider its placement in the overall display as well as the item itself.
- Any information supplied by the AHM about the item.
- A MAP and TIMELINE showing where the item is from and its provenance.
- The reason you feel drawn to that item/ why you selected it.
- A scholarly text you have found that is relevant to your item (provide citation and specific quote).
- A 'label' for the item, and statement of its significance.

On a seventh slide, write three questions you want to answer about the item by the end of semester.

SECOND STAGE DUE Wednesday 12 November in class.

(25% of overall mark)

Continue your research into the specific item you selected for your first student project. Drawing on the feedback you received before the semester break, and scholarly texts from within and beyond the unit readings, produce a piece of research in which you consider the specific item in a broader context. You might go further into the specific item in some way, you might consider its collection/ display within the context of museums more broadly, you might consider other examples of the same item that are displayed elsewhere, etc. We will spend time in class leading up to the final day of semester clarifying the focus for this assignment.

Your final project should be presented in the form of an essay (1500 words); if you would like to present it in another form check with me first and we can negotiate an appropriate measurement of the job so it is equivalent to a 1500 word essay. Turn in a printed copy at the beginning of class on 12 November.

On successful completion you will be able to:

- Use information technology and other sources to research seminar questions.
- Present critical arguments based on academic sources.
- Research a given question using academic sources.

- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Indigenous Museums

Due: **15/10/2014**

Weighting: **15%**

In groups, find out as much information as you can (minimum FIVE sources; at least TWO must be scholarly, and ONE must be the institution's website) about a specific national OR Indigenous museum. Prepare a ten minute presentation (with powerpoint or prezi) to share with the class.

Closer to the date, we will confirm the groups and topics so there are no overlaps.

On successful completion you will be able to:

- Use information technology and other sources to research seminar questions.
- Present critical arguments based on academic sources.
- Research a given question using academic sources.
- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Responses to other students

Due: **12/11/2014**

Weighting: **10%**

Respond to AT LEAST TWO of the short pieces uploaded to iLearn by your classmates - or respond to other responses already posted by other students. The responses don't need to be long (50-100 words is fine) but they do need to respectfully and thoughtfully engage with what the other students have written. ONE response should be completed before the mid-semester break and ONE should be completed after the mid-semester break. These (two or more) responses must be posted by the last day of semester at the latest.

On successful completion you will be able to:

- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Delivery and Resources

Readings will be available through iLearn, with the exception of the required book *Butterfly Song*. Unfortunately this novel is now out of print so you need to order an e-book. This may be

done directly through Penguin <http://www.penguin.com.au/products/9781742280004/butterfly-song> - there is further information about how to order these books on the Penguin site <http://www.penguin.com.au/ebooks> . There is also a copy of the novel in the MQ library (on reserve) and you will find that many public libraries have copies to borrow.

Unit Schedule

| week | date | topic |
|------|--------------|---|
| 1 | 6 August | Introduction: representation, perspective, history |
| 2 | 13 August | Class visit to Australian History Museum on campus |
| 3 | 20 August | Classification and collection |
| 4 | 27 August | Display and representation |
| 5 | 3 Sept | Preservation and contextualization |
| 6 | 10 Sept | Human display, live performance |
| 7 | 17 Sept | Student presentations of project #1 |
| | BREAK | <i>*read Butterfly Song*</i> |
| 8 | 8 Oct | <i>Butterfly Song</i> |
| 9 | 15 Oct | 'National' museums and Indigenous museums |
| 10 | 22 Oct | Repatriation |
| 11 | 29 Oct | Negotiating representation beyond the museum |
| 12 | 5 Nov | Virtual museums, online worlds |
| 13 | 12 Nov | Return to AHM; what questions and contributions do we have now? |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Present critical arguments based on academic sources.
- Research a given question using academic sources.
- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment tasks

- Short pieces
- Responses to other students

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Use information technology and other sources to research seminar questions.
- Present critical arguments based on academic sources.
- Research a given question using academic sources.
- Recognise and evaluate the impact of Western conceptualisation of 'authentic'

Indigenous representations in museum exhibitions.

- Recognise and evaluate Indigenous self-representation in museum contexts.

Assessment tasks

- A specific item at AHM
- Indigenous Museums

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Present critical arguments based on academic sources.
- Research a given question using academic sources.
- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Assessment tasks

- Short pieces
- A specific item at AHM
- Indigenous Museums
- Responses to other students

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Use information technology and other sources to research seminar questions.
- Present critical arguments based on academic sources.
- Research a given question using academic sources.

Assessment task

- A specific item at AHM

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Use information technology and other sources to research seminar questions.
- Research a given question using academic sources.

Assessment tasks

- A specific item at AHM
- Responses to other students

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Present critical arguments based on academic sources.
- Research a given question using academic sources.

Assessment tasks

- Short pieces
- A specific item at AHM
- Indigenous Museums
- Responses to other students

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Assessment tasks

- A specific item at AHM
- Indigenous Museums
- Responses to other students

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Recognise and evaluate the impact of Western conceptualisation of 'authentic' Indigenous representations in museum exhibitions.
- Recognise and evaluate Indigenous self-representation in museum contexts.

Assessment tasks

- Short pieces
- A specific item at AHM
- Indigenous Museums