



# ANTH821

## Indigenous Interests and Identities

S2 Evening 2014

*Anthropology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Eve Vincent

[eve.vincent@mq.edu.au](mailto:eve.vincent@mq.edu.au)

Contact via [eve.vincent@mq.edu.au](mailto:eve.vincent@mq.edu.au)

W6A, 611

Tuesday 1-3pm

Credit points

4

Prerequisites

Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MPP or PGDipPP or MPASR or PGDipPASR or PGCertPASR or MSocEntre or PGCertSocEntre or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

ANTH721

Unit description

This unit examines policies and practices in relation to Aboriginal community development in both remote and urban areas. Current federal and state policies in relation to welfare, health, land and legal issues will be discussed. Aboriginal viewpoints and the interaction of Aboriginal organisations with bureaucracies and welfare agencies will be examined.

## 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:

Understand the history of the human presence in Australia;

Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;

Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;

Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;

Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;

Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;

Cement critical analysis and creative thinking skills through research assignments.

## Assessment Tasks

Name	Weighting	Due
<u>Seminar Participation</u>	15%	Weekly
<u>Report on Discussion</u>	20%	One week after discussion
<u>Essay Question</u>	10%	Tuesday September 16
<u>Research Essay</u>	55%	Monday November 17

### Seminar Participation

Due: **Weekly**

Weighting: **15%**

Seminar attendance and participation are mandatory. Active engagement in our discussions is vital: please come to class well prepared, willing to contribute your ideas, and ready to listen to others' contributions.

On successful completion you will be able to:

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;

## Report on Discussion

Due: **One week after discussion**

Weighting: **20%**

Each student will be responsible for facilitating one seminar discussion over the course of the session. You should prepare for the discussion by: carefully reading the week's required and extended readings; identifying central arguments *and* areas of potential confusion; generating starting points for class discussion. Your team will assume responsibility for introducing and guiding a respectful, well-informed discussion of the weekly topic. Creativity is encouraged.

One week after the discussion you will submit a 1500-1800 word report on the weekly discussion topic. The report should incorporate both your preparation for the discussion and any insights on the topic that came out of the discussion. Your final mark for this assessment task will incorporate both a mark for the facilitation and a mark for the written report.

On successful completion you will be able to:

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;

## Essay Question

Due: **Tuesday September 16**

Weighting: **10%**

Each student will be designing their own essay question in this course. In Week 7 you will submit a draft of the question you wish to work on as well as a bibliography.

On successful completion you will be able to:

- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

## Research Essay

Due: **Monday November 17**

Weighting: **55%**

Students will submit a 3,500-4,000 word essay in response to the essay question they have designed in consultation with Eve.

On successful completion you will be able to:

- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

## Delivery and Resources

All required readings for this unit are available via iLearn. Extended readings have been placed on reserve in the library.

iLearn login is via: <https://ilearn.mq.edu.au/> Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help) For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

## Unit Schedule

### Week 1: August 5. Indigenous identities

This class will provide an introduction to the unit, its scope and aims, and an explanation of requirements and assessment tasks. We will then turn our attention to critical issues surrounding Indigenous identities, representation and definitions of Indigeneity. We will discuss the 'three part' definition of Indigeneity that has prevailed in Australia since the 1980s, and which replaced definitions based on 'race'. Anthropology's role in these questions will be considered.

### Background Readings

1. Dodson, Michael. 2003 The End in the Beginning: Re(de)finding Aboriginality. In M. Grossman, ed. *Blacklines: Contemporary Critical Writing by Indigenous Australians*. Melbourne: Melbourne University Press, 25-42.
2. Anderson, Ian. 1994 Black Bit. White Bit. In *RePublica*, Sydney: Angus & Robertson, 113-122
3. Paradies, Yin. 2006 Beyond Black and White: Essentialism, Hybridity and Indigeneity. *Journal of Sociology* 42(4), 355-367.
4. Yuriko Yamanouchi. 2012 Managing 'Aboriginal selves' in South-Western Sydney, *Oceania*, vol. 82, no. 1, 62-73.

## **Week 2: August 12. Foundations 1: The human presence in Australia**

In this week we embark on the first of three weeks dealing with foundational concepts in the anthropology of Indigenous Australia. We will discuss the history of human inhabitation of the continent, and of mobile hunter gatherer resource use. We will consider the usefulness of terms such as 'nomadic' and 'hunter gatherer'.

### **Required Readings**

1. Gammage, Bill. 2012 The Closest Ally (Chapter 6.) In *The Greatest Estate on Earth*. Sydney: Allen & Unwin, 157-186.
2. Berndt, Catherine and Ronald. 1982 The Basis of Economic Life. In *The World of the First Australians*, revised edition, Sydney: Lansdowne Press, 107-134. (This is an older style text, which provides a good background but we will be testing some of its key assumptions in class.)
3. Povinelli, Elizabeth. *Labor's Lot: The Power, History, and Culture of Aboriginal Action*. Chicago, University of Chicago Press, 1994. (Chapter Four)

### **Extended Reading**

- Myers, Fred. 1982 Always Ask: Resource Use and Landownership among the Pintupi of Central Australia. In N. Williams and E. Hunn, eds., *Resource Managers: North American and Australian Hunter-Gatherers*. Boulder: Westview Press.
- Memmot, Paul. 2007 *Gunya, Goondie + Wurley: The Aboriginal Architecture of Australia*, St Lucia, Qld.: University of Queensland Press.

## **Week 3: August 19. Foundations 2: Land-based cosmology**

Having established the economic basis of hunter-gatherer life in the previous week, we now turn towards the Aboriginal world-view or cosmology, and its embodiment and objectification in ritual and social relations. As Aboriginal people strongly assert, and anthropologists have long identified, the living land created by ancestral beings is the cornerstone of their self-understanding. Anthropologists speak of a totemic system or the Dreaming. What exactly is meant by the terms 'totemism', 'country' and 'Dreaming'? How do these concepts help us to understand different understandings of emplacement, belonging, and social relations?

### **Required Readings**

1. Stanner, W.E.H. 2009 (1953) The Dreaming. In R. Manne, ed. *The Dreaming and Other Essays*. Melbourne: Black Inc, 172-224.
2. Swain, Tony and Gary Trompf. 1995 Tradition. In their *The Religions of Oceania*, London and New York: Routledge, 19-47.

3. Dussart, Françoise. 2005 Big Businesswomen. In Max Charlesworth, Françoise Dussart, Howard Morphy, eds, *Aboriginal Religions in Australia*, Ashgate, 93-112.
4. Munn, Nancy. 1970 The transformation of subjects into objects in Walbiri and Pitjantjatjara myth. In Ronald Berndt, ed, *Australian Aboriginal Anthropology: modern studies in the Social Anthropology of the Australian Aborigines*, Nedlands, W.A.: University of Western Australia Press, 141-163. (This is a tough reading, we will go over it closely in class.)

### Extended Reading

- Swain, Tony. 1993 Worlds to Endure. In *A Place for Strangers: Towards a history of Australian Aboriginal Being*, Melbourne: Cambridge University Press, 1-68.

### Week 4: August 26. Foundations 3: Kinship

This week we shift the focus from people-land relations to people's relationships to each other. We will learn that social relations can be understood, using Myers, when we consider people's rights and relationships to 'objects', including land. Further, we will explore the way kinship concepts are activated in urban and regional settings today as we ask: What does it mean to be 'family'?

### Required Readings

1. Myers, Fred. 1989 Burning the Truck and Holding the Country: Pintupi Forms of Property and Identity. In E. Wilmsen, ed *We are Here: Politics of Aboriginal Land Tenure*, Berkeley: University of California Press, 15-43.
2. Babidge, Sally. 2010 Family Affairs: Relations and Relatedness. In *Aboriginal Family and the State: The Conditions of History*, Ashgate Publishing, 101-133.
3. Diane Austin-Broos, 2009 Living With Kin (Chapter 5) *Arrernte Present, Arrernte Past*, Chicago: University of Chicago Press, 130-153.

### Further Readings

- Peterson, Nicolas. 1993. *Demand Sharing: Reciprocity and the Pressure for Generosity among Foragers*, *American Anthropologist*, vol.95, no. 4, 860-874
- Altman, Jon. 2011 A Genealogy of 'Demand Sharing': From pure anthropology to public policy. *Ethnography & the Production of Anthropological Knowledge: Essays in Honour of Nicolas Peterson*. Y. Musharbash and M. Barber, eds, Canberra: ANU E-Press, 630-673.

### **Week 5: September 2. Conducting Research with Indigenous people**

This week we turn our attention to the practical, ethical and political dimensions of conducting research with Indigenous people. We will be looking at examples of innovative research practice as researchers strive to find new ways to work with and write with/about Indigenous communities.

#### **Required Reading:**

1. AIATSIS [Guidelines for Ethical Research in Australian Indigenous Studies](#) (GERAIS)
2. Cowlshaw, Gillian. 2009 Finding Informants. In *The City's Outback*, Sydney: UNSW Press, 38-67.
3. Eickelkamp, Ute. 2014 Formalizing the Interpersonal in Anthropological Field Research. *Clio's Psyche*, vol. 20, no. 4, 412-417.
4. Rigney, Lester-Irabinna. 1999. Internationalization of an Indigenous Anticolonial Cultural Critique of Research Methodologies: A Guide to Indigenist Research Methodology and Its Principles, *Wicazo Sa Review*, vol. 14, no. 2, 109-121.

#### **Extended reading:**

- Somerville, Margaret. 1994 *The sun dancin': People and Place in Coonabarabran*. Canberra: Aboriginal studies Press.

### **Week 6: September 9. Native Title 1: Introduction and critical perspectives**

From the early 1970s until the early 1990s, Aboriginal efforts to secure recognition of their prior occupation and status as land owners made strides at state, territory, and national levels, most prominently in light of the Land Rights Act, NT (1976). This week we discuss the Mabo ruling that led to Native Title legislation. The readings introduce critical perspectives on the politics of recognition, the notion of cultural difference, and what it has come to stand for. Why are land rights and sacred sites legislation so important to Aboriginal people? Do you think that Mabo fostered Settler understanding of Aboriginal land tenure? What are some ways we might think of the unintended consequences of native title legislation for Indigenous identities and senses of belonging?

#### **Required reading:**

1. Povinelli, Elizabeth. 1998 The State of Shame: Australian Multiculturalism and the Crisis of Indigenous Citizenship, *Critical Inquiry*, vol. 24, no. 2, 575-610.
2. Vincent, Eve. 2012 'Sticking up for the land': Aboriginality, mining and the lived effects of native title. *Australian Journal of Human Rights*, vol. 19, no. 1, 155-174



3. Correy, Simon, McCarthy, Diana and Anthony Redmond. The differences which resemble: The effects of the 'narcissism of minor differences' in the constitution and maintenance of native title claimant groups in Australia. In Bauman, T. and G. Macdonald, eds, *Unsettling Anthropology: The Demands of Native Title on Worn Concepts and Changing Lives*, Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra, 41-62.

### Extended Reading:

- Asche, Wendy and Trigger, David. 2011 Native Title Research in Australian Anthropology. *Anthropological Forum: A Journal of Social Anthropology and Comparative Sociology*. vol. 21, no. 3, 219-232.

### Week 7: September 16. Native Title 2: Practical perspectives

This week we are joined by an experienced native title anthropologist, Belinda Burbidge, to discuss applied anthropological work and south-eastern claims. Readings TBA.

**University Break. September 22nd - October 3rd.**

### Week 8: October 7. Indigeneity and conservation issues

Mining, nuclear waste, industrial development: these issues concern conservationists and Aboriginal communities alike. In recent years a heated public debate has raged about the naturalised affinity of Indigenous and environmentalists' interests. This week we will look at critical anthropological perspectives on the instability of the so-called 'green-black' alliances.

### Required Readings

1. Langton, Marcia. 2013 Introduction and Chapter Three of *The Quiet Revolution: Indigenous people and the resources boom* (2012 Boyer Lectures), ABC Books / HarperCollins, Sydney.
2. Sackett, Lee. 1991. Promoting Primitivism: Conservationist Depictions of Aboriginal Australians, *The Australian Journal of Anthropology*, 2:2, 233-246.
3. Introduction to Altman, Jon and Kerins, Sean, eds, 2012 *People on Country: Vital Landscapes, Indigenous Futures*, The Federation Press, Sydney.

### Extended Reading

- Bird-Rose, Deborah. 2003. Decolonising the Discourse of Environmental Knowledge in

Settler Societies' in G. Hawkins & S. Muecke, eds, *Culture and Waste: The Creation and Destruction of Value*, Rowman & Littlefield, Lanham, 53-72.

### **Week 9: October 14. State interventions and Indigenous life**

In 2007 then prime minister John Howard declared a national emergency in the Northern Territory. A dramatic state intervention into the lives of Aboriginal people in the Northern Territory was launched. This week we consider some of the crucial questions surrounding the role of the interventionary state in Aboriginal people's lives. Did the Intervention mark a past with more liberal policies aimed at remedial interventions? How does neoliberalism configure Aboriginal difference as a problem? What role have anthropologists played in debates about social distress, disadvantage, cultural difference and remote living conditions?

#### **Required Reading:**

1. Altman, Jon. 2007 In the Name of the Market? *Coercive Reconciliation: Stabilise, Normalise, Exit Aboriginal Australia*. North Carlton, Vic.: Arena Publications, 307-321.
2. Lattas, Andrew and Morris, Barry. 2010 The Politics of Suffering and the Politics of Anthropology. In Altman, Jon and M. Hinkson, eds. *Culture Crisis: Anthropology and Politics in Aboriginal Australia*. Sydney: UNSW Press, 61-87.
3. Musharbash, Yasmine. 2010 'Only whitefella take that road': Culture seen through the Intervention at Yuendumu. In. Altman, Jon and M. Hinkson, eds. *Culture Crisis: Anthropology and Politics in Aboriginal Australia*. Sydney: UNSW Press, 212-225

#### **Extended Reading**

- Gibson, Paddy. 2009 'Return to the Ration Days: The NT Intervention: grass-roots experience and resistance.' (Discussion paper). Jumbunna House of Learning, University of Technology, Sydney.
- Povinelli, Elizabeth. 2011 *Economies of Abandonment: Social Belonging and Endurance in Late Liberalism*. Durham, N.C.: Duke University Press.

### **Week 10: October 21. 'Aboriginal art' and the market**

Catherine Massola (the Australian National University) will join us this week to talk about working in remote Aboriginal art centres.

#### **Required Readings:**

1. Caruana, Wally. 1992 'Introduction' *Aboriginal Art*, London: Thames and Hudson, 1993, 7-20
2. Kjellgren, Eric. 2002 'Painting for Corroboree, Painting for Kartiya: Contemporary

Aboriginal Art in the East Kimberley, Western Australia', Herle, Anita [et al.], *Pacific Art: Persistence, Change, and Meaning*, Adelaide, Crawford House Press, 353-369

3. Morphy, Howard 2001 'Seeing Aboriginal art in the Gallery', *Humanities Research*, vol. 8, no.1, 37-50.

#### Extended Reading:

- Myers, Fred. 2002 *Painting Culture: The Making of an Aboriginal High Art*. Durham, N.C.: Duke University Press.

#### Week 11: Research Week (work on individual research projects - no class)

#### Week 12: November 4. Policing, incarceration and Indigenous communities

We often hear media stories that tell of Indigenous rates of imprisonment. In Western Australia, for example, the rate of incarceration for Indigenous Australians is 20 times higher than for non-Indigenous. From the Australian Bureau of Statistics we can learn that rates of incarceration continuing to rise markedly between 2002 and 2012. How do anthropological analyses help us make sense of this statistical picture? What historical, political and cultural frames shed light on the relationship between Indigenous people, the criminal justice system and correctional institutions?

#### Required Reading

1. Morris, Barry. 2013 Postcolonial fantasy and anxiety in the North West. In *Protest, Land Rights and Riots*, Canberra: Aboriginal Studies Press, 98-127
2. Morton-Thomas, Patricia. 2012 My Family is Calling for Justice. *NewMatilda.com*
3. McCoy, Brian. 2008. Prison: More than a Holiday. In *Holding Men: Kanyirninpa and the Health of Aboriginal Men*. Canberra: Aboriginal Studies Press, 167-189.
4. Langton, Marcia. 1988 Medicine Square. In Keen, I (ed), *Being Black: Aboriginal Cultures in 'Settled' Australia*. Canberra: Aboriginal Studies Press, 201-225.

#### Extended Reading

- Cuneen, Chris. 2001. *Conflict, Politics and Crime: Aboriginal Communities and the Police*, Sydney: Allen & Unwin.
- Hooper, Chloe. 2008 *The Tall Man*. Camberwell, Vic.: Hamish Hamilton.

#### Week 13: November 11. Shared Worlds: Indigenous-Settler entanglements

#### Required Reading:

1. Moss, Rod. 2010 Neighbours and The Shedding of Skin. In *The Hard Light of Day*, St Lucia, Qld: University of Queensland Press, 2-39.

## 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](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](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](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/](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](http://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](http://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

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

#### Assessment tasks

- Report on Discussion
- Essay Question
- Research Essay

### PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

### **Assessment tasks**

- Seminar Participation
- Report on Discussion
- Essay Question
- Research Essay

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

### **Assessment tasks**

- Essay Question
- Research Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;
- Cement critical analysis and creative thinking skills through research assignments.

### Assessment tasks

- Seminar Participation
- Report on Discussion
- Essay Question
- Research Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Cement critical analysis and creative thinking skills through research assignments.

## Assessment tasks

- Seminar Participation
- Report on Discussion

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcomes

- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title;
- Cement critical analysis and creative thinking skills through research assignments.

## Assessment tasks

- Seminar Participation
- Report on Discussion