



ABST311

Case Studies in Indigenous Autonomy

S2 Day 2014

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff
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Fridays 1-2pm or by appt

Credit points
3

Prerequisites
39cp

Corequisites

Co-badged status

Unit description
In many post-settler nation states including the United States of America, New Zealand and Australia, the cultural practices of many groups of Indigenous people have been intentionally and non-intentionally disrupted by the effects of colonisation. In this unit we explore some specific examples of this phenomenon and consider the necessary political conditions for its emergence and development. We also consider the politico-cultural effects of cultural renaissance on the people who practice it and on the nation state which seeks to contain it.

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:

Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.

Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,

Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.

Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

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>	30%	08/08/2014
<u>A specific case study</u>	30%	17/09/2014
<u>Comparative autonomy</u>	40%	12/11/2014

Short pieces

Due: **08/08/2014**

Weighting: **30%**

Through the semester, complete these short pieces by the dates and times noted below. These have been designed to give you an opportunity to engage with the topics we are discussing across the unit and also to prepare for the specific focus of some weeks.

DUE by 5pm Friday 8 August on iLearn.

Write a short reflection (250-300 words) answering the following questions: What is Indigenous? What is autonomy?

This is not a research assignment; it is designed to have you record your understanding of these topics early in the semester. There is no 'perfect' answer to these questions - write reflectively, thinking about how and where you have heard these words and what they mean to you.

DUE by 10am Wednesday 20 August by 10am on iLearn.

Write a short (250 - 300 words) response to ONE of the assigned readings for this week; upload a copy to iLearn and bring a hardcopy to class.

DUE by Wednesday 3 September 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 place names, and especially think about how names are changed and reinforced. Upload to iLearn and bring a printed copy to class.

DUE by Wednesday 8 October by 10am on iLearn.

Write a short reflection (250-300 words) about the novel *Legacy*. You may write about any aspect of the novel but ensure you tie your reflection in some way to the themes of this unit.

DUE by Wednesday 29 October by 10am on iLearn.

Write a 200-250 word response to ONE piece from one of your fellow classmates on any of the topics we have posted about so far.

DUE by Wednesday 5 November in class.

Write a 250-300 word reflection on Indigenous autonomy within the context of the university; feel free to talk about your own experiences, disciplinary formations, specific spaces, etc. Bring a printed version to class.

On successful completion you will be able to:

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

A specific case study

Due: **17/09/2014**

Weighting: **30%**

Choose ONE Indigenous community in Australia and research the very specific ways in which that community has sought and/ or enacted 'autonomy.' While you will want to talk about the

broad range of strategies by which the community, focus on two or three for your project. Ensure you place these in a wider (but still specific) context: historical factors, cultural factors, economic factors, etc. Your project should be 1500 words in total and should draw on at least FIVE sources, including THREE scholarly sources.

CLARIFICATION: You can use a broad definition of 'Indigenous community' for this assignment. It might be a traditional community, an urban or other new community, or a specific organization.

TIP: Be mindful that this is a project focusing on 'autonomy' rather than an historical or cultural project; while culture and history will of course be part of the story, try to keep your focus on specific strategies pertaining to the concept of autonomy.

On successful completion you will be able to:

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Comparative autonomy

Due: **12/11/2014**

Weighting: **40%**

Choose ONE form of Indigenous autonomy (language revitalization, television, education, political system etc) and research its articulation in at least TWO Indigenous contexts across at least TWO nation state contexts. Your essay must include at least SIX scholarly sources.

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 (3000 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 3000 word essay. Turn in a printed copy at the beginning of class on 12 November; also prepare a 5 minute summary of your research and two questions you believe your research raises for a class discussion.

On successful completion you will be able to:

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,

- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Delivery and Resources

Readings will be available through iLearn, with the exception of the required book *Legacy* (Larissa Behrendt). This novel will be available through Co-op bookstore on campus. 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: Indigenous? Autonomy?
2	13 August	Indigenous: specific, local AND global, comparative.
3	20 August	Bodies
4	27 August	Names
5	3 Sept	Land
6	10 Sept	Language
7	17 Sept	Politics & law
	BREAK	*read <i>Legacy</i> *
8	8 Oct	<i>Legacy</i> - personal engagements with Indigenous autonomy
9	15 Oct	Health
10	22 Oct	Arts and (self)representation
11	29 Oct	Autonomy everywhere
12	5 Nov	Education
13	12 Nov	Presentation of student projects; what questions 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.ht

[ml](#)

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

- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy

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 task

- Short pieces

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

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy

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

- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study

- Comparative autonomy

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

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy

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

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces

- Comparative autonomy

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

- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy

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

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Explore and determine different levels of understanding from terms such as: Indigenous, Indigenous Community, heritage, tradition, and Indigenisation,
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy

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

- Demonstrate an understanding of the historical, political, social and economic dimensions that have shaped Indigenous peoples' environments.
- Discuss the ways in which Indigenous peoples negotiate their autonomy in a range of scenarios using case studies.
- Develop an understanding of the ways that local, national and global conditions affect the way Indigenous Australians relate to Indigenous peoples in other countries.

Assessment tasks

- Short pieces
- A specific case study
- Comparative autonomy