



# ABST100

## Introducing Indigenous Australia

S2 External 2014

*Indigenous Studies - Warawara*

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## General Information

Unit convenor and teaching staff

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Contact via [melissa.collins@mq.edu.au](mailto:melissa.collins@mq.edu.au)

W3A 407

By appointment

Unit Convenor

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W3A 314

Friday 10am-11am

Tutor

Gawaian Bodkin-Andrews

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W3A 317

Credit points

3

Prerequisites

Corequisites

Co-badged status

### Unit description

This unit offers a broad introduction to the history and cultures of Indigenous Australia from an Indigenous standpoint. Students in this unit will study the historical impact of British colonisation on Australia's first peoples and learn about the history of Indigenous political resistance centred on land, social justice, human rights and cultural identity. Students in this unit will also be introduced to the social, cultural and political outlook of contemporary Indigenous identity and explore the impact and influence of early colonialist race theory on contemporary representations of Indigenous identity. This unit presents as a thought provoking and challenging cultural experience of Indigenous Australian history, culture and worldview and as such provides a solid theoretical foundation for anyone wishing to pursue further Indigenous studies.

## 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:

Describe the history of Indigenous Australia since British colonisation.

Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.

Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.

Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.

Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Class participation</u></a>	10%	Ongoing
<a href="#"><u>Essay</u></a>	25%	Monday 25th August, 2014
<a href="#"><u>Reflective Essay</u></a>	20%	Tuesday 7th October, 2014
<a href="#"><u>Topic Analysis</u></a>	45%	Monday 10th November, 2014

## Class participation

Due: **Ongoing**

Weighting: **10%**

Student attendance and contributions will be assessed on an on-going basis.

This participation mark has two components:

\*Class participation – attendance, reading, posing questions/identifying key themes.

\*Class contribution – actively participating in classroom/online discussion.

On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## Essay

Due: **Monday 25th August, 2014**

Weighting: **25%**

Students will identify and discuss the local Indigenous Australian people of the land on which the student lives/works/or studies.

Further information will be available on ilearn.

***Please note that late submissions will incur a one mark per day penalty.***

On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.

- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## Reflective Essay

Due: **Tuesday 7th October, 2014**

Weighting: **20%**

Students will write a 1500 word reflective essay drawing from their journals that focus on their learning and findings of the topics (lectures, tutorial discussion/online forum) presented to date.

Further information will be available on ilearn.

***Please note that late submissions will incur a one mark per day penalty.***

On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## Topic Analysis

Due: **Monday 10th November, 2014**

Weighting: **45%**

Students will self-select 3 weekly topics and will critically engage with and reflect upon those topics to discuss their relationship to Indigenous Australians.

Further information will be available on ilearn.

**Please note that late submissions will incur a one mark per day penalty.**

On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

### Weekly Lecture Schedule ABST 100 Introduction to Indigenous Australia – Semester Two 2014 Room C5C – T1 12:00-2:00

<b>Lecture 1</b> 8 <sup>th</sup> August	Welcome to Indigenous Studies
<b>Lecture 2</b> 15 <sup>th</sup> August	Who are Indigenous Australia: Identity
<b>Lecture 3</b> 22 <sup>nd</sup> August	Indigenous Education: Personal experiences (Panel of Indigenous Elders)
<b>Lecture 4</b> 29 <sup>th</sup> August	Indigenous Education (Dr Gawaian Bodkin-Andrews)

<b>Lecture 5</b> 5 <sup>th</sup> Sept	An historical timeline: colonisation to resistance
<b>Lecture 6</b> 12 <sup>th</sup> Sept	Current Affairs: Media Watch
<b>Lecture 7</b> 19 <sup>th</sup> Sept	Stolen Generation: A personal experience (Aunty Elaine Chapman)
<b>MID- SEMESTER BREAK</b>	
<b>Lecture 8</b> 10 <sup>th</sup> Oct	Indigenous land and country (Dr. Sandie Suchet-Pearson)
<b>Lecture 9</b> 17 <sup>th</sup> Oct	Indigenous people and Health (Associate Professor Susan Page)
<b>Lecture 10</b> 24 <sup>th</sup> Oct	Race and Racism (Dr Gawaian Bodkin-Andrews)
<b>Lecture 11</b> 31 <sup>st</sup> Oct	Indigenous people and the law: The Northern Territory Intervention or Stronger Futures? (Holly Doel-Mackaway)
<b>Lecture 12</b> 7 <sup>th</sup> Nov	Indigenous Australia: Where to from here
<b>Lecture 13</b> 14 <sup>th</sup> Nov	More than dots: Art and Performance – (online lecture only)

## Weekly Tutorial Schedule ABST 100 Introduction to Indigenous Australia – Semester Two 2014

<b>Week 1</b>  No Tutorial 8 <sup>th</sup> August	<b>NO TUTORIAL</b>
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## Unit guide ABST100 Introducing Indigenous Australia

<p><b>Week 2</b></p> <p>15<sup>th</sup> Aug</p> <p>Tutorial Reading and Question:</p>	<p>Introductions and assessment overview.</p> <p>What is Indigenous? Who are Indigenous? What is Indigenous studies?</p> <p>DODSON, M. 1994. The Wentworth lecture the end in the beginning: Re(de)finding aboriginality. <i>Australian Aboriginal Studies</i>, 2-13.</p>
<p><b>Week 3</b></p> <p>22<sup>nd</sup> Aug</p> <p>Tutorial Reading and Question:</p>	<p>Today we heard the education experiences of some Indigenous Elders. Discuss their experiences with reference to this weeks' reading.</p> <p>PARBURY, N. 2011. A history of Aboriginal education. In: CRAVEN, R. (ed.) <i>Teaching Aboriginal Studies: A practical resource for Primary and Secondary Teaching</i>. Crows Nest: Allen and Unwin.</p>
<p><b>Week 4</b></p> <p>29<sup>th</sup> Aug</p> <p>Tutorial Reading and Question:</p>	<p>What strategies would you include in any educational setting (early childhood, primary, Secondary, tertiary) that could increase participation levels of Indigenous students?</p> <p>RIGNEY, L.-I. 2011. Indigenous education and tomorrow's classroom: Three questions, three answers. In: PURDIE, N., MILGATE, G. &amp; BELL, H. R. (eds.) <i>Two way teaching and learning: Toward culturally reflective and relevant education</i>. Victoria: ACER Press.</p>
<p><b>Week 5</b></p> <p>5<sup>th</sup> Sept</p> <p>Tutorial Reading and Question:</p>	<p>It has been claimed that the extent of Indigenous death through massacre has been greatly exaggerated (Windshuttle 2002). Do you think this aspect of Australia's history is an inconvenient truth?</p> <p>Why was Australia invaded?</p> <p>What, in your opinion, was the greatest act of resistance by Indigenous Australia?</p> <p>REYNOLDS, H. 2006. Resistance: Motives and Objectives. In: REYNOLDS, H. (ed.) <i>The other side of the frontier: Aboriginal resistance to the European invasion of Australia</i>. Sydney: UNSW Press.</p>
<p><b>Week 6</b></p> <p>12<sup>th</sup> Sept</p> <p>Tutorial Reading and Question:</p>	<p>Students will name and discuss a recent news article. All students to locate their own news article from recent newspapers (Koori Mail, Sydney Morning Herald, Daily Telegraph etc). Internal students should bring a copy to their tutorial class, external students are to cite their news article for other students to locate and read.</p> <p>How are Indigenous people represented by mainstream media?</p> <p>Is Indigenous media (Koori Mail, NITV) empowering for Indigenous people, why?</p> <p>BANERJEE, S. B. &amp; OSURI, G. 2000. Silences of the media: whitening out Aboriginality in making news and making history. <i>Media, Culture &amp; Society</i>, 22, 263-284.</p>



<p>Week 7 19<sup>th</sup> Sept  Tutorial Reading and Question:</p>	<p>The Stolen Generations had a deep impact on Indigenous Australia. How and why is this still affecting Indigenous Australia today?  Was the national apology effective?  Listen to more testimonies <a href="http://stolengenerationstestimonies.com/">http://stolengenerationstestimonies.com/</a>   READ, P. 1998. The return of the stolen generation. Journal of Australian Studies, 22, 8-19.</p>
<p><b>Mid-Semester Break</b></p>	
<p><b>Week 8</b> 10<sup>th</sup> Oct  Tutorial Reading and Question:</p>	<p>What are the concerns about Aboriginal Australian Native title claims in Australia? Consider the pastoral (farming) and mining industries – who actually has control over 'Aboriginal lands'?  Why is land important to Indigenous Australians?  SEIDEL, P. 2004. Native Title: The struggle for justice for the Yorta Yorta Nation. Alternative Law Journal, 29, 70-74.</p>
<p><b>Week 9</b> 17<sup>th</sup> Oct  Tutorial Reading and Question:</p>	<p>What solutions can you argue that may improve basic health lifestyles for Aboriginal peoples in city/rural/remote locations? Can you identify some successful health programs?  PHOLI, K., BLACK, D. &amp; RICHARDS, C. 2009. Is 'Close the Gap' a useful approach to improving the health and wellbeing of Indigenous Australians? Australian Review of Public Affairs, 2, 1-13.</p>
<p><b>Week 10</b> 24<sup>th</sup> Oct  Tutorial Reading and Question:</p>	<p>How or why are Indigenous Australians targeted for racism by Australian society?  MELLOR, D. 2003. Contemporary Racism in Australia: The Experiences of Aborigines. Personality and Social Psychology Bulletin, 29, 474-486.</p>
<p><b>Week 11</b> 31<sup>st</sup> Oct  Tutorial Reading and Question:</p>	<p>Discuss Gary Johns article on The Northern Territory Intervention in Aboriginal Affairs: 'Wicked Problem or Wicked Policy'? What factors are at play?  JOHNS, G. 2008. The Northern Territory Intervention in Aboriginal Affairs: Wicked Problem or Wicked Policy? Agenda, 15, 65-84.</p>
<p><b>Week 12</b> 7<sup>th</sup> Nov  Tutorial Reading and Question:</p>	<p>What would it take for there to be an Indigenous Prime Minister? Who would you like to be the first Aboriginal Prime Minister, and why? What role would you have in their Government and why?  NO Reading</p>

Week 13	NO TUTORIAL
14 <sup>th</sup> Nov	GLOW, H. & JOHANSON, K. Your Genre is Black': Indigenous Performing Arts and Policy. Platform Papers, 2009. Jan 2009, 1-66.
NO Tutorial	

## 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 Support for Indigenous Australian students –**

Warawara – Department of Indigenous Studies has an Indigenous Student Support Officer, who is able to provide social educational and personal support for all Indigenous students. For further information please contact them on (02) 9850 4209.

The Indigenous Student Support Officer is located at Warawara Department of Indigenous Studies, room 307, building W3A.

## **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**

### **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**

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous

Australia.

- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## **Assessment tasks**

- Reflective Essay
- Topic Analysis

## **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**

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.

## **Assessment tasks**

- Class participation
- Reflective Essay
- Topic Analysis

## **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 outcome**

- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## **Assessment tasks**

- Class participation
- Reflective Essay
- Topic Analysis

## **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**

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.

## **Assessment tasks**

- Class participation
- Essay
- Reflective Essay
- Topic Analysis

## **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**

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
- Explain contemporary Indigenous identity and Indigenous representations of Indigenous identity.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity.
- Explore societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.

## **Assessment tasks**

- Class participation
- Essay
- Reflective Essay
- Topic Analysis

## **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 outcome**

- Describe the history of Indigenous Australia since British colonisation.