ABST100
Introducing Indigenous Australia
S1 Day 2016
Dept of Indigenous Studies - Warawara

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**General Information**

Unit convenor and teaching staff
Unit Convenor
Corrinne Franklin
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Contact via corrinne.franklin@mq.edu.au
W3A 407
Wednesday 9am-10am

Bronwyn Carlson
bronwyn.carlson@mq.edu.au

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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

**Learning Outcomes**

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

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Essay</td>
<td>25%</td>
<td>Monday 28th March, 2016</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>25%</td>
<td>Monday 2nd May, 2016</td>
</tr>
<tr>
<td>Topic Discussion</td>
<td>40%</td>
<td>Monday 6th June, 2016</td>
</tr>
</tbody>
</table>

**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.

This Assessment Task relates to the following Learning Outcomes:

- Describe the history of Indigenous Australia since British colonisation.
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.
• 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 28th March, 2016
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 about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

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

This Assessment Task relates to the following 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.

Reflective Essay
Due: Monday 2nd May, 2016
Weighting: 25%

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 about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

Please note that late submissions will incur a one mark per day penalty.
This Assessment Task relates to the following 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.

**Topic Discussion**

**Due:** Monday 6th June, 2016

**Weighting:** 40%

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

Further information about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

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

This Assessment Task relates to the following 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.

**Delivery and Resources**

Online units can be accessed at: http://ilearn.mq.edu.au/.
Students are to attend all lectures and tutorials. There are no tutorials in weeks 1 and 13.

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 One 2016**

**X5B Theatre 1**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>2nd March</td>
<td>Welcome to Indigenous Studies</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>9th March</td>
<td>Who are Indigenous Australia: Identity</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>16th March</td>
<td>Indigenous People and the Media</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>23rd March</td>
<td>An historical timeline: colonisation to resistance</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>30th March</td>
<td>Stolen Generations</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>6th April</td>
<td>Indigenous land and country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Semester Break</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>27th April</td>
<td>Indigenous people and Health</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>4th May</td>
<td>Indigenous Education</td>
</tr>
</tbody>
</table>
### Weekly Tutorial Schedule ABST 100 Introduction to Indigenous Australia – Semester One 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Tutorial</th>
<th>Reading and Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>NO TUTORIAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 | Introductions and assessment overview. | What is Indigenous? Who are Indigenous? What is Indigenous studies?  
<table>
<thead>
<tr>
<th>Week 3</th>
<th>16th/17th Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Reading and Question:</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>How are Indigenous people represented by mainstream media?</td>
</tr>
<tr>
<td></td>
<td>Is Indigenous media (Koori Mail, NITV) empowering for Indigenous people, why?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>23rd/24th Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Reading and Question:</td>
<td>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? Why was Australia invaded?</td>
</tr>
<tr>
<td></td>
<td>What, in your opinion, was the greatest act of resistance by Indigenous Australia?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>30th/31st Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Reading and Question:</td>
<td>The Stolen Generations had a deep impact on Indigenous Australia. How and why is this still affecting Indigenous Australia today?</td>
</tr>
<tr>
<td></td>
<td>Was the national apology effective?</td>
</tr>
<tr>
<td></td>
<td>Listen to more testimonies <a href="http://stolengenerationstestimonies.com/">http://stolengenerationstestimonies.com/</a></td>
</tr>
<tr>
<td>Week 6</td>
<td>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?</td>
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</tbody>
</table>

**Mid-Semester Break**

<table>
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<tr>
<th>Week 7</th>
<th>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?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>What strategies would you include in any educational setting (early childhood, primary, Secondary, tertiary) that could increase participation levels of Indigenous students?</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Week 9</th>
<th>In what ways can literature expose Indigenous ways of seeing history, social issues and life in general?</th>
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</thead>
<tbody>
<tr>
<td>11th / 12th May</td>
<td>Readings will be posted to ilearn.</td>
</tr>
</tbody>
</table>
## Week 10
18\textsuperscript{th}/19\textsuperscript{th} May

**Tutorial Reading and Question:**

How or why are Indigenous Australians targeted for racism by Australian society?


## Week 11
25\textsuperscript{th}/26\textsuperscript{th} May

**Tutorial Reading and Question:**

Discuss Gary Johns article on The Northern Territory Intervention in Aboriginal Affairs: ‘Wicked Problem or Wicked Policy’? What factors are at play?


## Week 12
1\textsuperscript{st}/2\textsuperscript{nd} June

**Tutorial Reading and Question:**

Choose an Indigenous identified character from television or film, and discuss the ways in which that character is portrayed.


## Week 13
8\textsuperscript{th}/9\textsuperscript{th} June

**NO TUTORIAL**

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## 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:


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/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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 Support for Indigenous Australian students –

The University 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 (02) 9850 4209.

Student Enquiry Service

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

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/. When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
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 Discussion

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.
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialis 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 Discussion

**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.

**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 Discussion

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.

Assessment tasks

- Class participation
- Essay
- Reflective Essay
- Topic Discussion

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.
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Assessment tasks

• Class participation
• Essay
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