



INED804

Global Indigenous Education

S1 Online 2019

Dept of Indigenous Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8
<u>Terminology Protocols for Indigenous Studie</u>	
<u>S</u>	12

Disclaimer

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General Information

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Daisy Purdy

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Credit points

4

Prerequisites

Admission to MIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

While exploring education from the perspectives of Indigenous people in Australia and in other parts of the world you will gain a better understanding how education has been used as a tool for the colonial project. This unit focuses on education and Indigenous people from Australia, Aotearoa (NZ), Canada and the United States. These particular countries cover hundreds of distinctive Indigenous communities who exist across contemporary national boundaries and geo-political divisions. Although these communities are linguistically and culturally diverse, they nevertheless share common colonial histories of dispossession and ongoing political, economic and social marginalisation and subjugation.

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:

1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
3. Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
4. Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
5. Understand the concept of 'global solidarity' and the continuity of Indigenous activism.
6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
7. Confidently use online communication forums and engage in informed interactive learning. (

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used. Indigenous Studies use the Harvard referencing style.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective Essay</u>	30%	No	22 March 2019
<u>Power Point Presentation</u>	30%	No	3 May 2019
<u>Research Essay</u>	40%	No	31 May 2019

Reflective Essay

Due: **22 March 2019**

Weighting: **30%**

1500 Word Max

This is a reflective task that asks you to consider your reasons for undertaking this course and your hopes for what the teaching and learning experience might impart in relation to your future goals. You are now (hopefully) familiar with iLearn so you are asked to prepare and upload an introduction about yourself that responds to the following:

Introduce yourself. Who are you, what do you do and where? How have you come to be doing what you do? How do you see yourself as an Masters student studying Indigenous people and cultures? What do you know about Global Indigeneity? If you want, you can include a photo of yourself. This is optional – but the idea is that we can create an online pedagogical environment that allows us to ‘see’ and know something about one another. You will be able to see what the other students post for their responses only after you have posted your own response. This is to enhance student engagement and learning while ensuring a fair process for all.

As this is a reflective task, you will not be marked on whether you are ‘right’ or ‘wrong’ – a reflection is neither! The task will be marked solely on your *ability to write well, apply a structure to your narrative (using appropriate grammar/expression/punctuation etc) and, to tell a coherent story about yourself.*

On successful completion you will be able to:

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- 3. Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- 4. Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.

- 5. Understand the concept of 'global solidarity' and the continuity of Indigenous activism.
- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
- 7. Confidently use online communication forums and engage in informed interactive learning. (

Power Point Presentation

Due: **3 May 2019**

Weighting: **30%**

You are asked to submit a powerpoint presentation of YOUR summary of the topics to date, i.e. weeks One to Eight. Each topic is to have TWO slides: 16 slides in total. Slides will include text (20 pt max) and images (appropriately referenced) and will provide a clear demonstration of your understanding of the unit content so far. Consider what you have covered in terms of Global Indigeneity - what have you learnt etc. This task will be marked according to:

Your demonstrated knowledge of the unit content and your independent research /15

Your ability to present a creative powerpoint presentation that is comprehensible, creative and interesting. /15

****Your presentation should not resemble a tourist campaign**

On successful completion you will be able to:

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- 2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
- 3. Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- 4. Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
- 5. Understand the concept of 'global solidarity' and the continuity of Indigenous activism.

Research Essay

Due: **31 May 2019**

Weighting: **40%**

2500 Word Max

You will construct your own essay question for the final essay which **MUST** relate to one of the topics presented by one of the guest tutors. *You will submit your proposed essay question to your tutor by May 3rd, for approval prior to researching, writing and submitting your essay.* Your

essay will be marked as follows:

Knowledge of the topic: attention to the content AND your own independent research /10

Critical thinking/analytical skills /10

Essay Writing skills: academic prose, structure, grammar/expression, response to question,

Referencing and Bibliography of sources /10

On successful completion you will be able to:

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- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Delivery and Resources

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

Students are to listen to engage with all material on ilearn.

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.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 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

If you are a Global MBA student contact globalmba.support@mq.edu.au

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

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

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
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- 5. Understand the concept of 'global solidarity' and the continuity of Indigenous activism.
- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
- 7. Confidently use online communication forums and engage in informed interactive learning. (

Assessment tasks

- Reflective Essay
- Power Point Presentation

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

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- 2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
- 3. Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- 4. Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
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- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
- 7. Confidently use online communication forums and engage in informed interactive learning. (

Assessment tasks

- Reflective Essay
- Power Point Presentation
- 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

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- 2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
- 3. Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
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Indigenous peoples globally.

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- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
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Assessment tasks

- Reflective Essay
- Power Point Presentation
- 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

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- 2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
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- 7. Confidently use online communication forums and engage in informed interactive learning. (

Assessment tasks

- Power Point Presentation
- 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

- 6. Demonstrated high level of written communication skills including structuring and supporting an academic argument.
- 7. Confidently use online communication forums and engage in informed interactive learning. (

Assessment tasks

- Reflective Essay
- Power Point Presentation
- 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

- 1. Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- 2. Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
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Assessment task

- Reflective Essay

Terminology Protocols for Indigenous Studies

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples.

While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racists language, use (sic) directly after the inappropriate term of phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.