ABST3040
Settler Colonialism, Decolonisation and Indigenous Futures
Session 1, Fully online/virtual 2021
Department of Indigenous Studies

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Notice
As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit’s iLearn space or consult your unit convenor.
General Information

Unit convenor and teaching staff
Bronwyn Carlson
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Ryan Frazer
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Credit points
10

Prerequisites
130cp at 1000 level or above

Corequisites

Co-badged status

Unit description
This unit provides an overview and critical analysis of Indigenous–settler politics in Australia. Students will develop a nuanced, critically-informed understanding of settler colonialism as a political structure, and explore how it manifests through both policy and institutional cultures in Australia. The unit then turns to practices of decolonisation, unpacking the role of political protests, land claims and non-Indigenous allies in moving towards justice in the context of settler colonialism. It closes by exploring ‘Indigenous futurisms’—how Indigenous people are already both imagining and practicing a decolonised Australia—including through digital media, queer identities, and science fiction.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
On successful completion of this unit, you will be able to:

ULO1: Demonstrate an understanding of settler colonialism as a political structure, and explore how it manifests through both policy and institutional cultures in Australia

ULO2: Demonstrate knowledge and scholarly understanding of practices of decolonisation

ULO3: Demonstrate comprehensive knowledge of the role of political protests, land
claims and non-Indigenous allies in moving towards justice in the context of settler colonialism.

**ULO4:** Demonstrate ability to produce effective critically engaged arguments through rigorous engagement with academic resources.

**ULO5:** Demonstrate knowledge and understanding of how Indigenous people are already both imagining and practicing a decolonised Australia—including through digital media, queer identities, and science fiction.

**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.

**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.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Quizzes</td>
<td>30%</td>
<td>No</td>
<td>Weeks 5 (22/3/21), 9 (3/5/21) and 13 (31/5/21)</td>
</tr>
<tr>
<td>Minor Essay</td>
<td>30%</td>
<td>No</td>
<td>Week 7, Friday 23rd April 2021</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>No</td>
<td>Week 12, Friday 28th May 2021</td>
</tr>
</tbody>
</table>

Content Quizzes

Assessment Type: Quiz/Test
Indicative Time on Task: 15 hours
Due: Weeks 5 (22/3/21), 9 (3/5/21) and 13 (31/5/21)
Weighting: 30%

Students will complete 3x quizzes (10% each) with 12 questions on the relevant theme, opening the week following the last week on that theme (weeks 5, 9, 13)

On successful completion you will be able to:
- Demonstrate an understanding of settler colonialism as a political structure, and explore how it manifests through both policy and institutional cultures in Australia
- Demonstrate knowledge and scholarly understanding of practices of decolonisation
- Demonstrate comprehensive knowledge of the role of political protests, land claims and
non-Indigenous allies in moving towards justice in the context of settler colonialism

- Demonstrate knowledge and understanding of how Indigenous people are already both imagining and practicing a decolonised Australia—including through digital media, queer identities, and science fiction.

**Minor Essay**

**Assessment Type**: Essay  
**Indicative Time on Task**: 25 hours  
**Due**: Week 7, Friday 23rd April 2021  
**Weighting**: 30%

Students will complete a minor 1500 word essay on settler colonialism. Students must articulate what constitutes settler colonialism and then discuss how it manifests in concrete ways in Australia (policy eras, income management, education, health).

On successful completion you will be able to:
- Demonstrate an understanding of settler colonialism as a political structure, and explore how it manifests through both policy and institutional cultures in Australia
- Demonstrate knowledge and scholarly understanding of practices of decolonisation
- Demonstrate comprehensive knowledge of the role of political protests, land claims and non-Indigenous allies in moving towards justice in the context of settler colonialism
- Demonstrate ability to produce effective critically engaged arguments through rigorous engagement with academic resources

**Major Essay**

**Assessment Type**: Essay  
**Indicative Time on Task**: 40 hours  
**Due**: Week 12, Friday 28th May 2021  
**Weighting**: 40%

Students will complete a 2500 word essay. Questions will be provided on the iLearn site, but will focus on either decolonisation or Indigenous futures.

On successful completion you will be able to:
- Demonstrate an understanding of settler colonialism as a political structure, and explore
how it manifests through both policy and institutional cultures in Australia

• Demonstrate knowledge and scholarly understanding of practices of decolonisation
• Demonstrate comprehensive knowledge of the role of political protests, land claims and non-Indigenous allies in moving towards justice in the context of settler colonialism
• Demonstrate ability to produce effective critically engaged arguments through rigorous engagement with academic resources
• Demonstrate knowledge and understanding of how Indigenous people are already both imagining and practicing a decolonised Australia—including through digital media, queer identities, and science fiction.

1 If you need help with your assignment, please contact:
   • the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
   • the Learning Skills Unit for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

**Delivery and Resources**

Online units can be accessed at: [http://ilearn.mq.edu.au/](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.

**Unit Schedule**

Available on the ABST3040 iLearn site

**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). 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
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/admin/other-resources/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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

https://unitguides.mq.edu.au/unit_offerings/130541/unit_guide/print
Student Enquiry Service
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

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.