ABST3040
Settler Colonialism, Decolonisation and Indigenous Futures
Session 1, Online-flexible 2024
Department of Indigenous Studies

Contents

General Information ............................................. 2
Learning Outcomes ............................................... 2
General Assessment Information ......................... 3
Assessment Tasks ............................................... 4
Delivery and Resources ....................................... 6
Unit Schedule .................................................... 6
Policies and Procedures ...................................... 6

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General Information

Unit convenor and teaching staff
Convenor
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Bronwyn Carlson
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Credit points
10

Prerequisites
(130cp at 1000 level or above including ABST1000 or ABST1020 and 20cp at 2000 level including ABST2035 or ABST2020 or ABST2060) or Admission to BSocSc or BPlan

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://www.mq.edu.au/study/calendar-of-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

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

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.

For more information please refer to the Terminology Guide available in iLearn.

**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. Critical Indigenous Studies uses the APA referencing style.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Quizzes</strong></td>
<td>30%</td>
<td>No</td>
<td>Weeks 5, 9, 13</td>
</tr>
<tr>
<td><strong>Minor Essay</strong></td>
<td>30%</td>
<td>No</td>
<td>Week 8: 12th April by 11.59pm</td>
</tr>
<tr>
<td><strong>Major Essay</strong></td>
<td>40%</td>
<td>No</td>
<td>Week 12: 24th May by 11.59pm</td>
</tr>
</tbody>
</table>

**Content Quizzes**

Assessment Type: Quiz/Test  
Indicative Time on Task: 15 hours  
Due: Weeks 5, 9, 13  
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 ¹: Essay
Indicative Time on Task ²: 25 hours
Due: Week 8: 12th April by 11.59pm
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 ¹: Essay
Indicative Time on Task ²: 40 hours
Due: Week 12: 24th May by 11.59pm
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.
Unit guide ABST3040 Settler Colonialism, Decolonisation and 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 Writing Centre 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

Access to lectures, tutorials and weekly material (weekly topic descriptions, weekly readings and weekly tutorial questions) can be accessed at: http://ilearn.mq.edu.au/

The library provides study skills support. Information about library resources and study skills is available at: https://students.mq.edu.au/support/study

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

See iLearn for further details.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
• Assessment Procedure
• Complaints Resolution Procedure for Students and Members of the Public
• Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

**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

**Academic Integrity**

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

**The Writing Centre**

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
Student Services and Support

Macquarie University offers a range of **Student Support Services** including:

- **IT Support**
- **Accessibility and disability support** with study
- Mental health **support**
- **Safety support** to respond to bullying, harassment, sexual harassment and sexual assault
- **Social support including information about finances, tenancy and legal issues**
- **Student Advocacy** provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via **AskMQ**, or contact **Service Connect**.

IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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.

Unit information based on version 2024.01 of the **Handbook**