ABST200
The Politics of Indigenous Being
S1 Day 2014

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff
Unit Convenor
Corrinne Franklin
corrinne.franklin@mq.edu.au
Contact via corrinne.franklin@mq.edu.au
W3A 314
Friday 10am-11am

Credit points
3

Prerequisites
12cp

Corequisites

Co-badged status

Unit description
After reviewing the historical, political and sociological context of Indigenous studies in post-colonial Australia we move to a more global perspective. We do this by interrogating various conceptual frameworks that have shaped understandings of colonial encounters between Indigenous peoples and their various colonisers the world over, and conduct some comparative analyses of specific cases. In particular we are concerned with understanding ideas of colonialism in the twentieth and twenty-first centuries and how these relate to ideas of race and culture.

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

1. Demonstrated knowledge and scholarly understanding of the ideologies, practices and processes of sustained European imperialism and colonialism
2. Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
3. Ability to understand the social, cultural and political basis of Indigenous critiques of
colonial discourses and practices

4. Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples

5. Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities

6. Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples

7. Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>30%</td>
<td>27th March</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>35%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>35%</td>
<td>11th June</td>
</tr>
</tbody>
</table>

**Assessment 1**

**Due: 27th March**  
**Weighting: 30%**

This assessment task is designed to allow students to demonstrate their understanding of the key concepts of discourse and representation by applying them to a reading of an image of an Indigenous subject (person), object or cultural practice.

Further information will be available in ilearn.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrated knowledge and scholarly understanding of the ideologies, practices and processes of sustained European imperialism and colonialism
- Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
- Ability to understand the social, cultural and political basis of Indigenous critiques of colonial discourses and practices
- Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
• Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

Assessment 2
Due: Ongoing
Weighting: 35%

This task requires students to provide a powerpoint (or similar) presentation of one of the weekly topic, along with presentation notes (eg your speech notes) and reference list.

Further information will be available in ilearn

This Assessment Task relates to the following Learning Outcomes:
• Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
• Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities
• Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

Assessment 3
Due: 11th June
Weighting: 35%

In your analysis you are required to evaluate the representational practices used in the film and to consider their effectiveness in challenging dominant popular cultural stereotypes and generic images of Indigenous peoples and their cultural practises both in film and in everyday life.

Further information will be available in ilearn.

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

This Assessment Task relates to the following Learning Outcomes:
• Demonstrated knowledge and scholarly understanding of the ideologies, practices and processes of sustained European imperialism and colonialism
• Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
• Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
• Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities
• Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples
• Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

Delivery and Resources
This unit is available to Internal and External students. All reading materials and lectures are available online.

Unit Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction: What is Indigenous Studies?</th>
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<tr>
<th>Week 2</th>
<th>Introduction to the concepts of discourse and representation.</th>
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</table>
### Week 3
**Colonialism and Postcolonialism**


### Week 4
**Australian Colonialism in the Nineteenth and Twentieth Centuries**


### Week 5
**‘Tradition’ and the politics of Indigenous ‘Authenticity’**

2011. Andrew Bolt on Trial. *Quadrant*, 55, 16-22.**


### Week 6
**Indigeneity, Photography, Film and Resistance. The politics of visual construction of Indigenous peoples and culture.**


### MID-SEMESTER BREAK

### Week 7
**Representing Indigenous identities and cultures through oral storytelling practices**


<table>
<thead>
<tr>
<th>Week 8</th>
<th>Reframing experiences of loss and marginality in Indigenous communities: The politics of youth in Beneath Clouds and Samson and Delilah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KICKETT-TUCKER, C. 2009. Moorn (Black)? Djardak (White)? How come I don't fit in Mum?: Exploring the racial identity of Australian Aboriginal children and youth. Health Sociology Review, 18, 1 119-136. **</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reframing experiences of loss and marginality in Indigenous communities: The politics of youth in Beneath Clouds and Samson and Delilah</td>
</tr>
<tr>
<td></td>
<td>COLLINS, F. 2010. After the apology: Reframing violence and suffering in First Australians, Australia, and Samson and Delilah. Continuum, 24, 1 65-77.**</td>
</tr>
<tr>
<td>Week 10</td>
<td>In the news…Indigenous representation and (re)production within the media</td>
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<tr>
<td>Week 11</td>
<td>Contemporary Representations of Indigeneity</td>
</tr>
<tr>
<td>Week 12</td>
<td>Indigenous People: sporting politics</td>
</tr>
<tr>
<td></td>
<td>GEMMELL, J. 2007. All White Mate? Cricket and Race in Oz. Sport in Society, 10, 1 33-48.**</td>
</tr>
<tr>
<td>Week 13</td>
<td>PUBLIC HOLIDAY</td>
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</table>
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:


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/](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 Enquiry Service

For all student enquiries, visit Student Connect at  [ask.mq.edu.au](http://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**


When using the University’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). 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**

- Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
- Ability to understand the social, cultural and political basis of Indigenous critiques of colonial discourses and practices
- Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
- Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples
- Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

**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**

- Demonstrated knowledge and scholarly understanding of the ideologies, practices and processes of sustained European imperialism and colonialism
- Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
- Ability to understand the social, cultural and political basis of Indigenous critiques of colonial discourses and practices
- Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
- Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities
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**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrated ability to critically engage with ideas, practices and representations of and
by Indigenous peoples

• Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples
• Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

**Assessment task**

• Assessment 2

**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 outcomes**

• Ability to understand the social, cultural and political basis of Indigenous critiques of colonial discourses and practices
• Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities
• Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples

**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 outcomes**

• Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
• Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples

**Assessment tasks**

• Assessment 1
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**

- Demonstrated ability to critically engage with ideas, practices and representations of and by Indigenous peoples
- Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources

**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

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**

- Demonstrated knowledge and scholarly understanding of the ideologies, practices and processes of sustained European imperialism and colonialism
- Demonstrated knowledge and scholarly understanding of the direct interconnection between Indigenous experiences of western cultural domination and contemporary Indigenous counter-discourses and narratives
- Ability to understand the social, cultural and political basis of Indigenous critiques of colonial discourses and practices
• Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities

**Assessment tasks**

• Assessment 1
• Assessment 2
• Assessment 3

**Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

• Ability to critically engage with different Indigenous perspectives and worldviews and the ways in which these have contributed to the construction of national discourses about identities
• Developed your ability to challenge and negotiate common cultural misconceptions about Indigenous peoples
• Advanced your ability to produce effective critically engaged arguments through the use of academically rigorous resources