



ABST100

Introducing Indigenous Australia

S1 Day 2013

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff

Tutor

Melissa Collins

melissa.collins@mq.edu.au

Contact via melissa.collins@mq.edu.au

W3A 407

By appointment

Tutor

Corrinne Franklin

corrinne.franklin@mq.edu.au

Contact via corrinne.franklin@mq.edu.au

W3A 314

Friday 10am-11am

Unit Convenor

Liz Cameron

liz.cameron@mq.edu.au

Contact via liz.cameron@mq.edu.au

W3A 316

Thursdays 1pm - 3pm

Credit points

3

Prerequisites

Corequisites

Co-badged status

The following unit are co-badged with this course - ABST200 and ABST301

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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Describe the history of Indigenous Australia since British colonisation.(graduate capabilities – 1 & 6)

Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)

Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)

Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)

Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)

Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)

Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment Tasks

Name	Weighting	Due
<u>Written Inquiry</u>	15%	Thursday 28th March, 2013
<u>In-class oral presentation</u>	20%	ongoing
<u>Cultural profile</u>	30%	Thursday 16th May, 2013
<u>Response Inquiry</u>	35%	Thursday 6th June, 2013

Written Inquiry

Due: **Thursday 28th March, 2013**

Weighting: **15%**

Before exploring and researching Australian Indigenous culture, personal self-reflection is vital in understanding ourselves and how our own identity and or cultural perceptions may influence our ways of viewing and interpreting “others”. If we are going to communicate with people on a Global scale, it is important for us to access our cultural generalisations and stereotypical judgments. This first assignment will assist you in defining aspects of stereotypical perceptions relating to identity and culture. A *stereotype* is “...a fixed, over generalised belief about a particular group or class of people” (Cardwell, 1996), which can often lead to prejudice and/or racism. Cardwell, M. 1996. *Dictionary of psychology* Chicago IL: Fitzroy Dearborn.

In your first assignment, you need to identify through your own words, a written reflection on stereotypical cultural perceptions. Think of a heading that instantly expresses a stereotypical perspective based on race that you may have experienced or witnessed – such as “All African people have rhythm”. Then search for evidence that supports or argues against this assumption. In the second part of this minor essay, highlight the effects of such labelling. Ask yourself, how this stereotypical interpretation would affect me if I was categorised into this group. You are to debate your initial statement and provide evidence which supports your findings. Although this essay consists of a personalised reflection, up to 3 key references should be included in your essay writings. NB: This assignment needs to be submitted on line through your Ilearn site.

In your first assignment, you need to identify through your own words, a written reflection on stereotypical cultural perceptions. Think of a heading that instantly expresses a stereotypical perspective based on race that you may have experienced or witnessed – such as “All African people have rhythm”. Then search for evidence that supports or argues against this assumption. In the second part of this minor essay, highlight the effects of such labelling. Ask yourself, how this stereotypical interpretation would affect me if I was categorised into this group. You are to debate your initial statement and provide evidence which supports your findings. Although this essay consists of a personalised reflection, up to 3 key references should be included in your

essay writings. NB: This assignment needs to be submitted on line through your Ilearn site.

On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.(graduate capabilities – 1 & 6)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

In-class oral presentation

Due: **ongoing**

Weighting: **20%**

In your first tutorial session (week 2) you will be assigned a week in which to deliver your research class presentation. Your presentation will either be individual or a small group of not more than 2/3 - depending on the size of your tutorial group. Students are expected to show creativity in their presentation, as well as a thorough understanding of the key issues in their assigned topic. Groups and individuals may choose from a wide range of presentation styles including: role plays, PowerPoint presentations, creative performance, songs, poems, stories, film.

As this is a research based presentation you must show evidence that you have used a minimum of **6** scholarly references. Scholarly references include journal articles, books, book chapters, audio visual documentaries and some select websites. Websites that are acceptable are those produced by official organisations such as AIATSIS (The Australian Institute of Aboriginal and Torres Strait Islander Studies). Exclusive reliance on generalised non- websites is not considered effective research since research involves engagement with a variety of academically valid information sources. You will be required to submit via Ilearn a typed reference list on the week your presentation is due. To avoid repetitious presentations, your tutor may require you to look another suggested area.

Choose **one** of the following topics:

WEEK CONDUCTED

TOPIC LIST

TOPIC AREA

Week 3

Social Interpretations

- Racism – causes and effects
- Defining Discrimination and its effects

Week 4

Reconciliation

- Defining Reconciliation and civil rights
- Have we moved forward?

Week 5

Indigenous Culture

- Indigenous cultural identity
- The importance of land to Indigenous people

Week 6

Life in Traditional Aboriginal Society and Culture

- Life prior to colonisation
- Rock art – is it art or is it cultural expression?

Week 7

Colonisation

- Impact from introduced European diseases
- Massacres of Indigenous peoples

Week 8

Stolen Generations

- Aboriginal child removals review
- Effects from child removals to individuals and communities

Week 9

Education

- Teaching culture in schools
- Challenges in rural and remote schooling

Week 10

Native Title and Land Rights

- Terra Nullius – what did it mean?
- The establishment of Native Title
- Land Rights today

Week 11

Health

- Inequities within Indigenous health
- A case study of a prominent health issues amongst Indigenous populations

Week 12

Aboriginal creative or performing arts

- Aboriginal contemporary art styles
- Aboriginal music and/or dance

Week 13

Law and Criminal Justice System

- High rates of Incarceration of Indigenous peoples
- Aboriginal lore v's Western laws

Other

- Bush medicines
- The Traditional Healer
- Housing concerns
- Indigenous mental and social health
- Working with Aboriginal communities
- Violence within Indigenous communities

On successful completion you will be able to:

- Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)

Cultural profile

Due: **Thursday 16th May, 2013**

Weighting: **30%**

It is often presumed that the foundation of Indigenous cultural identity from pre-invasion would disappear from our contemporary consciousness. This assignment has been designed to provide you with an opportunity to examine the validity of this presumption and to explore how Indigenous peoples today represent and maintain cultural identity. This assignment will also provide you with an opportunity to engage with other modes of academic writing, beyond the standard essay structure.

You are to choose one of the following Indigenous people in the table below and write a cultural profile that examines the life of that Indigenous person and investigate their contributions to both Indigenous identity and their general contribution to Australia. Choose one renowned Indigenous person/organisation from the list below:

NAME

PROFESSION

Mick Dodson

Professor of Law

Miriam Corowa

Media personality

Leah Purcell

Playwright

Timana Taho

Rugby league footballer

Sally Morgan

Artist, writer

David Unaipon

Inventor, writer

Jessica Malboy

Singer, Dancer, Actor

Tracy Westerman

Psychologist

Anthony Mundine

Boxer

Stephen Page

Dancer, choreographer

Dave Johnston

Archaeologist

Aden Ridgeway

Senator, television presenter

Sir Douglas Nicholls

State Governor

Bonito Mabo

Land Rights campaigner

Ernie Dingo

Television personality

Pat O'Shane

NSW Magistrate

Chris Sarra

Education

Neville Bonner

Senator

Research your chosen person and write a fully referenced **1,000** word cultural profile containing the following elements:

guidelines:

1

Name, short biography and cultural background

2

Major achievements

3

Significance of their contribution to Indigenous Australia and to Australia as a nation

4

Explore how your chosen person/organisation represents and maintains contemporary Indigenous cultural identity

5

Personal discussion of your own thoughts, feelings and reactions about your chosen person/organisation

You may choose to present your profile using separate headings or you may choose to blend your text to create a biographical story. You also have the option of including pictorial elements as well, but you must remember that any pictorial elements included in your work **cannot be used** to bulk out the size of your assignment – you must adhere to the set word count. Your discussion under each element should approximate $\frac{1}{2}$ - $\frac{3}{4}$ of a page. You are welcome to incorporate discussion of your own knowledge and understanding throughout your text, especially in your final conclusion. You must, however, include throughout the text of your cultural profile evidence of your engagement with a minimum of **6** scholarly references. This means that you must reference in-text and include a reference list. Keep in mind that there is a diverse range of information sources available on all of the persons and organisations on the list you have been given. These include published books, magazine articles, newspaper articles, audio visual documentaries, news reels and websites. *Exclusive reliance on general non-academic websites* will not be considered effective research since research involves engagement with a variety of academically valid information sources. Referencing style is of your own personal choice - guides available through the ABST100 *Introduction to Australian Indigenous Studies* Ilearn site for direction on how to reference correctly. Please remember that your title page, pictorial elements and reference list are not to be included when you are working out your final word count.

On successful completion you will be able to:

- Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)

Response Inquiry

Due: **Thursday 6th June, 2013**

Weighting: **35%**

In June 2007, the Australian Federal Government launched the Northern Territory Emergency Response, (also known as The Intervention) following a report regarding concern for Aboriginal children and sexual abuse. This report was called Ampe Akelyernemane Meke Makarle (Little Children are Sacred). The Government suspended the Racial Discrimination Act and Northern Territory anti-discrimination laws which prohibit discrimination on the grounds of race; the government claimed that it was necessary to override these human rights acts in order to protect Aboriginal children.

You are required to choose one enforced government policy and comment on its effectiveness in addressing the protection of Aboriginal children. 1000 - 1500 words.

1

Abolished of government-funded Community Development Employment Projects(CDEP)

2

Compulsory acquisition of land

3

Abolishment of permits to enter Aboriginal communities

4

Offering an exchange of land for basic services

5

Introduction of basic card

6

Quarantining of welfare payments

7

Compulsory health checks on all children

8

Bans on alcohol, gambling and pornography

You may decide to highlight “The Intervention” in brief terms in your introduction, and emphasis what area of government policy you will be investigating. In your investigations, highlight the importance of your chosen policy illustrate how this policy was enforced. It is important to locate information from both an Aboriginal and non-Aboriginal perspective to gain a greater understanding of how this policy was implemented and conveyed. Once you have sourced relevant information – discuss the effects on Aboriginal communities and Non Indigenous community workers for example - discuss community consultation and public awareness

surrounding your chosen policy and identify key findings. Lastly discuss the outcomes, for example: was this policy successful in protecting Aboriginal children from sexual abuse, and is there a need for this policy to be continued? It is appropriate to raise your own opinions, however you need to justify and support your claim through cited evidence.

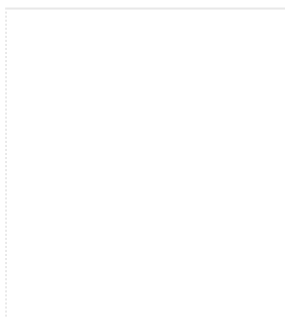
On successful completion you will be able to:

- Describe the history of Indigenous Australia since British colonisation.(graduate capabilities – 1 & 6)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Delivery and Resources

When you log on to iLearn, you will find lecture notes, readings, discussion forums, and other learning resources and activities for this unit. Echo 360 is the system that makes lecture recordings available to you online. Turnitin is where you need to submit all assignments– it compares your text to a database of other academic publications and other student assignments text to ensure no plagiarism has occurred. In marking we also use Grademark, and provide you with feedback online. You can access this through iLearn page.

Unit Schedule



Lecture 1 Thursday February, 28 10am – 12md	Introduction to Indigenous Studies – Course Overview ABST100 learning program, introduction to Ilearn, overview of assignment tasks and submission requirements DVD – Kanyini
Week 1 Tutorial Reading	No required reading for this week Recommended only: Bourke, C and Bourke, E (2002). 'Indigenous Studies: new pathways to development', in <i>Journal of Australian Studies</i> 181 (20).
Lecture 2 Thursday March, 7 10am – 12md	Identity and Culture
Week 2 Tutorial Reading	Schwartz, S (2008). Broadening the Study of the Self: Integrating the Study of Personal Identity and Cultural Identity
Lecture 3 Thursday March 14 10am – 12md	Contemporary Indigenous Identity
Week 3 Tutorial Reading	Stephanie A. Shields (2009). Darwin on race, gender, and culture
Lecture 4 Thursday March 28 10am – 12md	Indigenous Resistance, Reconciliation and future
Week 4 Tutorial Reading	Hughes V. (1986). Journal - Reconciliation: Where to Now?
Easter Long weekend	Easter Long weekend (29 th – 1 st April)
Lecture 5 Thursday April 4 10am – 12md	Indigenous Knowledge's

Week 5 Tutorial Reading	Drew, J (1983). A Wardaman creation story
Lecture 6 Thursday April 11 10am – 12md	Effects of colonisation from an Indigenous stance Disease, violence, dispossession and assimilation
Week 6 Tutorial Reading	Paul, D, (1986). Casting shadows: persisting colonial influences and aboriginal health.
Mid semester break	Mid semester break (April 13th to28th)
Lecture 7 Thursday May 2 10am – 12md	Effects of past policies from an Indigenous stance Forced removal of children (Stolen Generations)
Week 7 Tutorial Reading	Go to - http://stolengenerationstestimonies.com/ and click on one of the many faces of Indigenous people, listen to one of their stories and bring 3 main facts with you to discuss in your tutorial session.
Lecture 8 Thursday May 9 10am – 12md	Indigenous Education
Week 8 Tutorial Reading	Trudgett, M (2011). Engaging with early childhood education and care services: The perspectives of Indigenous Australian mothers and their young children
Lecture 9 Thursday May 16 10am – 12md	Indigenous Health and Housing

Week 9 Tutorial Reading	Solonec, T (2000). Racial Discrimination in the Private Rental Market: Overcoming Stereotypes and Breaking the Cycle of Housing Despair in Western Australia
Lecture 10 Thursday June 6 10am – 12md	Indigenous value of Land, Country and Community
Week 10 Tutorial Reading	Seidel, P. (2004). Native Title, The struggle for justice for the Yorta Yorta Nation
Queen’s Birthday	Long Weekend (June 8 th – 10 th)
Lecture 11 Thursday June 13 10am – 12md	Indigenous tourism - Indigenous Art Centres
Week 11 Tutorial Reading	Buultjens, J; Brereton, D; Memmott, P; Reser, J; Thomson, L; O'Rourke, T, (2010) The mining sector and indigenous tourism development in Weipa, Queensland
Lecture 12 Thursday June 20 10 – 12 May 16th	Indigenous Creative and Performing Arts
Week 12 Tutorial Reading	Potter, M (2001). Getting To-gether The Bangarra Dance Theatre and the Australian Ballet
Lecture 13 Thursday 27 A0 am – 12md	The Northern Territory Intervention

Week 13 Tutorial Reading	Gary J (2008). The Northern Territory Intervention in Aboriginal Affairs: Wicked Problem or Wicked Policy?
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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:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

- Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment task

- Response Inquiry

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)

- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment task

- Response Inquiry

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.(graduate capabilities – 1 & 6)
- Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment tasks

- Written Inquiry
- In-class oral presentation
- Response Inquiry

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.(graduate capabilities – 1 & 6)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)

Assessment tasks

- Written Inquiry
- In-class oral presentation
- Cultural profile
- Response Inquiry

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

- Describe the history of Indigenous Australia since British colonisation.(graduate capabilities – 1 & 6)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment tasks

- Written Inquiry
- In-class oral presentation
- Cultural profile
- Response Inquiry

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

- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment tasks

- Written Inquiry
- In-class oral presentation
- Cultural profile
- Response Inquiry

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

- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)

- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment tasks

- Written Inquiry
- In-class oral presentation
- Cultural profile
- Response Inquiry

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.(graduate capabilities – 1 & 6)
- Evaluate the socio-cultural and socio-political contexts of differing cultural discourses. (graduate capabilities – 1,2,6 & 7)
- Challenge societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia. (graduate capabilities – 1,2,6,7 & 8)
- Write a critical argument based on library research and application of appropriate scholarly resources.(graduate capabilities 1,2,3,4,5 & 9)

Assessment tasks

- In-class oral presentation
- Cultural profile
- Response Inquiry

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

- Describe the history of Indigenous Australia since British colonisation.(graduate capabilities – 1 & 6)
- Explain the cultural foundation, structure and worldview of Indigenous Australia. (graduate capabilities – 1,6 & 7)
- Discuss the social, cultural and political issues that challenge contemporary Indigenous Australia.(graduate capabilities – 1, 6 & 7)
- Examine non-Indigenous constructions of Indigenous identity over time, including early colonialist race theory and its impact on contemporary representations of Indigenous identity. (graduate capabilities – 1, 6 & 7)

Assessment tasks

- In-class oral presentation
- Response Inquiry