ANTH721
Indigenous Interests and Identities
S2 Evening 2014
Anthropology

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General Information

Unit convenor and teaching staff
Unit Convenor
Eve Vincent
eve.vincent@mq.edu.au
Contact via eve.vincent@mq.edu.au
W6A, 611
Tuesday 1-3pm

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
ANTH821

Unit description
This unit examines policies and practices in relation to Aboriginal community development in both remote and urban areas. Current federal and state policies in relation to welfare, health, land and legal issues will be discussed. Aboriginal viewpoints and the interaction of Aboriginal organisations with bureaucracies and welfare agencies will be examined.

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:

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title

https://unitguides.mq.edu.au/unit_offerings/37375/unit_guide/print
Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations; Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion; Cement critical analysis and creative thinking skills through research assignments.

### Assessment Tasks

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<th>Weighting</th>
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<td>Seminar Participation</td>
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<td>Report on Discussion</td>
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<td>One week after discussion</td>
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<td>Essay Question</td>
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<td>Research Essay</td>
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**Seminar Participation**

**Due:** *Weekly*

**Weighting:** *15%

Seminar attendance and participation are mandatory. Active engagement in our discussions is vital: please come to class well prepared, willing to contribute your ideas, and ready to listen to others’ contributions.

On successful completion you will be able to:

- Understand the history of the human presence in Australia;
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- Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title
- Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;

**Report on Discussion**

**Due:** *One week after discussion*
Each student will be responsible for facilitating one seminar discussion over the course of the session. You should prepare for the discussion by: carefully reading the week's required and extended readings; identifying central arguments and areas of potential confusion; generating starting points for class discussion. Your team will assume responsibility for introducing and guiding a respectful, well-informed discussion of the weekly topic. Creativity is encouraged.

One week after the discussion you will submit a 1500-1800 word report on the weekly discussion topic. The report should incorporate both your preparation for the discussion and any insights on the topic that came out of the discussion. Your final mark for this assessment task will incorporate both a mark for the facilitation and a mark for the written report.

On successful completion you will be able to:

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• Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;

**Essay Question**

Due: **Tuesday September 16**

Weighting: **10%**

Each student will be designing their own essay question in this course. In Week 7 you will submit a draft of the question you wish to work on as well as a bibliography.

On successful completion you will be able to:

• Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
• Cement critical analysis and creative thinking skills through research assignments.

**Research Essay**

Due: **Monday November 17**

Weighting: **55%**
Students will submit a 3,500-4,000 word essay in response to the essay question they have designed in consultation with Eve.

On successful completion you will be able to:

- Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
- Cement critical analysis and creative thinking skills through research assignments.

Delivery and Resources

All required readings for this unit are available via iLearn. Extended readings have been placed on reserve in the library.

iLearn login is via: https://ilearn.mq.edu.au/ Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Unit Schedule

Week 1: August 5. Indigenous identities

This class will provide an introduction to the unit, its scope and aims, and an explanation of requirements and assessment tasks. We will then turn our attention to critical issues surrounding Indigenous identities, representation and definitions of Indigeneity. We will discuss the 'three part' definition of Indigeneity that has prevailed in Australia since the 1980s, and which replaced definitions based on 'race'. Anthropology’s role in these questions will be considered.

Background Readings


Week 2: August 12. Foundations 1: The human presence in Australia

In this week we embark on the first of three weeks dealing with foundational concepts in the anthropology of Indigenous Australia. We will discuss the history of human inhabitation of the...
continent, and of mobile hunter gatherer resource use. We will consider the usefulness of terms such as 'nomadic' and 'hunter gatherer'.

**Required Readings**


2. Berndt, Catherine and Ronald. 1982 The Basis of Economic Life. In *The World of the First Australians*, revised edition, Sydney: Lansdowne Press, 107-134. (This is an older style text, which provides a good background but we will be testing some of its key assumptions in class.)


**Extended Reading**


**Week 3: August 19. Foundations 2: Land-based cosmology**

Having established the economic basis of hunter-gatherer life in the previous week, we now turn towards the Aboriginal world-view or cosmology, and its embodiment and objectification in ritual and social relations. As Aboriginal people strongly assert, and anthropologists have long identified, the living land created by ancestral beings is the cornerstone of their self-understanding. Anthropologists speak of a totemic system or the Dreaming. What exactly is meant by the terms ‘totemism’, ‘country’ and ‘Dreaming’? How do these concepts help us to understand different understandings of emplacement, belonging, and social relations?

**Required Readings**


studies in the Social Anthropology of the Australian Aborigines, Nedlands, W.A.: University of Western Australia Press, 141-163. (This is a tough reading, we will go over it closely in class.)

Extended Reading


Week 4: August 26. **Foundations 3: Kinship**

This week we shift the focus from people-land relations to people’s relationships to each other. We will learn that social relations can be understood, using Myers, when we consider people’s rights and relationships to ‘objects’, including land. Further, we will explore the way kinship concepts are activated in urban and regional settings today as we ask: What does it mean to be ‘family’?

**Required Readings**


**Further Readings**

- Peterson, Nicolas. 1993. Demand Sharing: Reciprocity and the Pressure for Generosity among Foragers, American Anthropologist, vol.95, no. 4, 860-874

Week 5: September 2. **Conducting Research with Indigenous people**

This week we turn our attention to the practical, ethical and political dimensions of conducting research with Indigenous people. We will be looking at examples of innovative research practice...
as researchers strive to find new ways to work with and write with/about Indigenous communities.

**Required Reading:**

1. AIATSIS *Guidelines for Ethical Research in Australian Indigenous Studies* (GERAIS)

**Extended reading:**

- Somerville, Margaret. 1994 *The sun dancin’: People and Place in Coonabarabran*. Canberra: Aboriginal studies Press.

**Week 6: September 9. Native Title 1: Introduction and critical perspectives**

From the early 1970s until the early 1990s, Aboriginal efforts to secure recognition of their prior occupation and status as land owners made strides at state, territory, and national levels, most prominently in light of the Land Rights Act, NT (1976). This week we discuss the Mabo ruling that led to Native Title legislation. The readings introduce critical perspectives on the politics of recognition, the notion of cultural difference, and what it has come to stand for. Why are land rights and sacred sites legislation so important to Aboriginal people? Do you think that Mabo fostered Settler understanding of Aboriginal land tenure? What are some ways we might think of the unintended consequences of native title legislation for Indigenous identities and senses of belonging?

**Required reading:**

Week 7: September 16. **Native Title 2: Practical perspectives**

This week we are joined by an experienced native title anthropologist, Belinda Burbidge, to discuss applied anthropological work and south-eastern claims. Readings TBA.

*University Break. September 22nd - October 3rd.*

Week 8: October 7. **Indigeneity and conservation issues**

Mining, nuclear waste, industrial development: these issues concern conservationists and Aboriginal communities alike. In recent years a heated public debate has raged about the naturalised affinity of Indigenous and environmentalists’ interests. This week we will look at critical anthropological perspectives on the instability of the so-called ‘green-black’ alliances.

**Required Readings**


**Extended Reading**


Week 9: October 14. **State interventions and Indigenous life**
In 2007 then prime minister John Howard declared a national emergency in the Northern Territory. A dramatic state intervention into the lives of Aboriginal people in the Northern Territory was launched. This week we consider some of the crucial questions surrounding the role of the interventionary state in Aboriginal people's lives. Did the Intervention mark a past with more liberal policies aimed at remedial interventions? How does neoliberalism configure Aboriginal difference as a problem? What role have anthropologist played in debates about social distress, disadvantage, cultural difference and remote living conditions?

**Required Reading:**


**Extended Reading**


**Week 10: October 21. 'Aboriginal art' and the market**

Catherine Massola (the Australian National University) will join us this week to talk about working in remote Aboriginal art centres.

**Required Readings:**


Extended Reading:


Week 11: Research Week (work on individual research projects - no class)

Week 12: November 4. **Policing, incarceration and Indigenous communities**

We often hear media stories that tell of Indigenous rates of imprisonment. In Western Australia, for example, the rate of incarceration for Indigenous Australians is 20 times higher than for non-Indigenous. From the Australian Bureau of Statistics we can learn that rates of incarceration continuing to rise markedly between 2002 and 2012. How do anthropological analyses help us make sense of this statistical picture? What historical, political and cultural frames shed light on the relationship between Indigenous people, the criminal justice system and correctional institutions?

Required Reading


Extended Reading


Week 13: November 11. **Shared Worlds: Indigenous-Settler entanglements**

Required Reading:

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
For help with University computer systems and technology, visit 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.

Graduate Capabilities

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

• Understand the history of the human presence in Australia;
• Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
• Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these;
• Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title
• Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
• Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

• Report on Discussion
• Essay Question
• 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

• Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
• Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these;
• Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
• Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

• Seminar Participation
• Report on Discussion
• Essay Question
• 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

• Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title
• Build skills in using anthropological knowledge to aid understanding of contemporary issues such as Indigenous incarceration rates and environmentalist-Indigenous relations;
• Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

• Essay Question
• 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**

- Enhance their communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion;
- Cement critical analysis and creative thinking skills through research assignments.

**Assessment tasks**

- Seminar Participation
- Report on Discussion
- Essay Question
- 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**

- Understand the history of the human presence in Australia;
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems;
- Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these;
- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title
- Cement critical analysis and creative thinking skills through research assignments.

**Assessment tasks**

- Seminar Participation
- Report on Discussion

**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**

- Acquire knowledge of the practical and critical dimensions of applied anthropological work in the field of Native Title
- Cement critical analysis and creative thinking skills through research assignments.

**Assessment tasks**

- Seminar Participation
- Report on Discussion