ANTH721
Indigenous Interests and Identities
2016 2016
Dept of 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
Monday 5-6pm

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
ANTH721

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;
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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### Seminar Participation

**Due:** Weekly  
**Weighting:** 20%

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. Students (in small groups) will also 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.

On successful completion 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;
- Enhance their communication and interpersonal skills through oral discussion and written work.

https://unitguides.mq.edu.au/unit_offerings/56863/unit_guide/print
work that focuses on conveying understanding, argument and information in a clear and concise fashion;

Book Review
Due: **Friday September 16**
Weighting: **20%**

You will be required to write a 1,500 word review of a whole work. A list of suggested titles and detailed description of this assessment task will be released in Week 2.

On successful completion 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;
- 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: **Monday October 10**
Weighting: **10%**

Each student will be designing their own essay question in this course. In Week 9 you will submit a draft of the question you wish to work on as well as a bibliography listing at least ten items. This assessment task is due at 5pm on Monday October 10, before class. Please print a copy of your draft question for class: we will workshop the questions together.

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 14
Weighting: 50%

Students will submit a 3,000-3,500 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 the library site for this unit or via iLearn. The Week 2 reading, Nguly Gu Yahoo Mai (Our Good Food), will be available for purchase in Week 1 for $15; all proceeds go to the booklet’s authors.

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: https://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: Monday August 1. 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.

Required Reading

Extended Reading
• Yamanouchi, Yuriko. 2012 Managing 'Aboriginal selves' in South-Western Sydney, Oceania, vol. 82, no. 1, 62-733
Week 2: Monday August 8. **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 Reading**


**Extended Reading**

- Memmot, Paul. 2007 *Gunya, Goondie + Wurley: The Aboriginal Architecture of Australia*, St Lucia, Qld.: University of Queensland Press. (This book is available in the library)

Week 3: Monday August 15. **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 Reading

3. Munn, Nancy. 1971 The transformation of subjects into objects in Walbiri and Pitjantjatjara myth. In Ronald Berndt, ed, Australian Aboriginal Anthropology: modern 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: Monday August 22. Foundations 3: Being kin

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 Reading


Extended Reading

- Peterson, Nicolas. 1993. Demand Sharing: Reciprocity and the Pressure for Generosity among Foragers, American Anthropologist, vol.95, no. 4, 860-874
- Altman, Jon. 2011 A Genealogy of ‘Demand Sharing’: From pure anthropology to public policy. Ethnography & the Production of Anthropological Knowledge: Essays in Honour of Nicolas Peterson. Y. Musharbash and M. Barber, eds, Canberra: ANU E-Press,
Week 5: Monday August 29. **Early colonial contact; early anthropological concerns**

For the next two weeks we will learn some vital historical context, beginning with the moment of invasion, and moving to the earliest anthropological endeavours. We will discuss Patrick Wolfe’s characterisation of settler colonialism.

**Required Reading**


Week 6: Monday September 5  **From the bark petition to native title**

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 Aboriginal Land Rights Act, NT (1976). This week we the 1963 bark petition, the ALRA, and 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 Australian 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**


**Extended Reading**

[https://unitguides.mq.edu.au/unit_offerings/56863/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/56863/unit_guide/print)
Week 7: Monday September 12 **Indigeneity and Environmentalism**

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 Reading**


**Extended Reading**


**Mid-semester break: Monday September 19-Sunday October 2**

**Week 8: Monday October 3 (PUBLIC HOLIDAY--NO CLASS)**

**Week 9: Monday October 10 Koori Sydney**

**Required Reading**


**Week 10: Monday October 17 Institutionality and State Effects**
Guest lecturer: Drew Anderson

This week we consider some of the crucial questions surrounding the role of the interventionist and bureaucratic state in Aboriginal people’s lives.

**Required Reading**


**Extended Reading**


**Additional readings regarding the 2007 Northern Territory 'Intervention':**


**Week 11: Monday October 24 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**

- Consult work by Chris Cunneen for excellent historical accounts of Aboriginal-police relations

**Week 12: Monday October 31 Warlpiri art-making today**

The Art Gallery of NSW is currently showing 'Yuendumu', which features some of the grand collaborative canvases painted in the community in 1995 and 1997 (see [http://www.artgallery.nsw.gov.au/exhibitions/yuendumu/](http://www.artgallery.nsw.gov.au/exhibitions/yuendumu/)). This is a free exhibition: we will meet at the gallery on Sunday October 30 to view these works, and will discuss them on Monday evening in addition to the Melinda Hinkson reading.

**Required Reading**


**Extended Reading**

- Morphy, Howard 2001 'Seeing Aboriginal art in the Gallery', *Humanities Research*, vol. 8, no.1, 37-50

**Week 13: Monday November 7 Conducting Research with Indigenous people**

As we conclude we will 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. (We will look at excerpts in class)

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). 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](http://www.mq.edu.au/policy/docs/) 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/)

**Results**

Results shown in *iLearn*, 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](http://ask.mq.edu.au).

**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) 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

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.

Graduate Capabilities

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;
- 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
• Seminar Participation
• Book Review
• 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
• Book Review
• Essay Question
• Research Essay

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

• Book Review
• 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 - 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
• Book Review

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
• Book Review