INED803
Politics, Power and Indigenous Education
S2 External 2016
Dept of Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff
Unit Convenor
David Coombs
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By appointment. Please email to set up a time.

Bronwyn Carlson
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Colleen McGloin
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Credit points
4

Prerequisites
Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description
This unit examines how politics, power and colonialism have impacted on Indigenous Australians and education. Various pieces of government legislation and practices will be critically analysed.

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. Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
2. Examine the implications that colonialism has had on Indigenous Australian people’s rights to education
3. Effectively utilise theories of power to analyse the impact of politics on Indigenous Australians
4. Critically analyse the political positions of historical and contemporary texts. Demonstrate advanced communication skills to be able to provide an informed response to such material

5. Critically engage with the perspectives of the other students using the prescribed online technology

General Assessment Information

General Assessment Information

Marking criteria: The criteria and standards by which your work will be assessed will be available in the iLearn site.

Submitting your work: Each assessment task needs to be submitted differently, so please read the instructions on iLearn carefully.

Extensions will only be granted in exceptional circumstances, and will require documentary evidence such as a medical certificate to support the request for an extension. You should contact the convenor as early as possible if you think you may need an extension.

Penalties for late submission: Assignments which are submitted after the due date, without having an extension granted by the convenor, will be penalised, by 3 marks a day for each day after the due date. Any paper submitted more than 3 weeks after the due date will not be marked, and the student will be failed for the assignment.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly online activity</td>
<td>35%</td>
<td>Sunday of each week</td>
</tr>
<tr>
<td>Short essay</td>
<td>25%</td>
<td>25 September</td>
</tr>
<tr>
<td>Research essay</td>
<td>40%</td>
<td>11 November</td>
</tr>
</tbody>
</table>

Weekly online activity

Due: Sunday of each week
Weighting: 35%

Students are required to provide a response of approximately 250 words to the weekly online activity. There are 13 weeks in the semester. Each weekly response will be marked out of 10. At the end of the semester, the highest 10 marks will be used to calculate the overall mark for this assessment task, which is worth 35% of the final grade. If students are not able to post a response in a particular week they will be allocated a grade of zero for that week.

Note: It is imperative that the response be provided by Sunday of each week.

Details of the online activities are posted under each weekly topic on iLearn. You will be able to
see the answers provided by other students only after you have posted your response (note: there may be a 15 minute ‘turnover’ time).

This Assessment Task relates to the following Learning Outcomes:
- Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
- Examine the implications that colonialism has had on Indigenous Australian people’s rights to education
- Critically analyse the political positions of historical and contemporary texts. Demonstrate advanced communication skills to be able to provide an informed response to such material
- Critically engage with the perspectives of the other students using the prescribed online technology

**Short essay**

Due: **25 September**

Weighting: **25%**

The second assessment requires students to write a short essay covering the points listed below. You are expected to draw material from modules 1, 2 and 3 as you write the essay.

1. Choose one of the following broad topics:
   - A key moment in Indigenous political history, or
   - A high-profile Indigenous political campaign, or
   - A prominent Indigenous leader Your chosen subject can be in the present day, or in the past.

Make sure you choose a subject which is manageable within the constraints set out below.

2. In reflecting on your chosen subject, consider the ways in which power has been exercised, or demonstrated. What obstacles were overcome, and how? What tactics were used, and how successful were they? What important lessons can we learn from your chosen subject?

3. Full academic referencing is required (in-text referencing is preferred) and you should include a bibliography.

This Assessment Task relates to the following Learning Outcomes:
- Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
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Research essay
Due: 11 November
Weighting: 40%

The final assessment requires students to conduct extensive independent research and present their findings in essay form. Students will identify a government policy related to Indigenous education which has been formulated and implemented in the last decade. The policy may have been made by the Commonwealth government, or by a state or territory government in Australia.

Note: You should have chosen your policy, and discussed your choice with the unit convenor by week 8.

In your essay, you should do the following things:

1. Describe the political context in which the policy was formulated. In doing so, consider the following questions, as appropriate:
   - How did the issue reach the policy agenda?
   - Which actors were most influential in the policy process?
   - How was the policy problem framed?
   - Were there other policy alternatives which were rejected, and if so, why?

2. Consider how should the policy be evaluated, in your view? Has it been a success or a failure? Give reasons for your answer.

This Assessment Task relates to the following Learning Outcomes:
- Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
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Delivery and Resources
This unit is taught externally. This unit has an unit webpage which is accessible only to currently enrolled students. Online units can be accessed at: http://ilearn.mq.edu.au
Lectures will be recorded weekly and available for download.


Direct links and details are provided on iLearn

**List of weekly readings**

**Week 1**

**Required Reading:**


**Additional reading:**


**Week 2**

**Required reading:**


**Additional reading:**


Sarah Maddison “History and Identity: What we lose by denying our past” in *Beyond White Guilt: The real challenge for black-white relations in Australia*, Allen and Unwin


Week 3

Required reading:


Additional reading:


Week 4

Required reading:


Together: Dealing with the politics of disenchantment in Australian Indigenous policy, Aboriginal Studies Press, Canberra

Additional reading:


Week 5

Required reading:


Dennis Foley (2010) “Can we educate and train Aboriginal leaders within our tertiary education systems?” Australian Journal of Indigenous Education 39, 138-150

Additional reading:


Week 6

Required reading:


Additional reading:

Will Sanders (2008) “Equality and Difference Arguments in Australian Indigenous Affairs: examples from income support and housing”, *Public Policy* 3(1) 87-99


Week 7

Required reading:


Additional reading:


Week 8

Required reading:


Will Sanders (2008) “In the name of failure: A generational revolution in Indigenous affairs” in


**Additional reading:**


Helen Harper et al. (2012) “ABRACADABRA for magic under which conditions? Case studies of a web-based literacy intervention in the Northern Territory” *Australian Journal of Language and Literacy* 35(1) 33-50

Week 9

**Required reading:**


**Additional reading:**


Week 10

Required readings:


Additional reading:


Week 11

Required readings:


Additional reading:
Graham McKay (2011) “Policy and Indigenous Languages in Australia”, Australian Review of Applied Linguistics 34(3) 297-319


Week 12

Required reading:


Current NT Government school attendance policies:

Additional reading:


Unit Schedule

Week 1: Politics and Power
Week 2: History - Invasion, Protection, Assimilation
Week 3: History - Referendum to Intervention
Week 4: Power and political representation
Week 5: Activism and leadership
Week 6: Power and Ideology
Week 7: Making (Indigenous) policy
Week 8: Policy Failure? Implementing and Evaluating Indigenous Policy
Week 9: Overcoming Indigenous disadvantage with education?
Week 10: "Closing the Gap"
Week 11: Case study - Bilingualism in the Northern Territory
Week 12: Case Study - School Attendance
Week 13: Conclusion

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://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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/
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.

Student Support

Macquarie University provides a range of support services for students. For details, visit 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 - 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

• Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
• Examine the implications that colonialism has had on Indigenous Australian people’s rights to education
• Effectively utilise theories of power to analyse the impact of politics on Indigenous Australians
• Critically analyse the political positions of historical and contemporary texts. Demonstrate advanced communication skills to be able to provide an informed response to such material
• Critically engage with the perspectives of the other students using the prescribed online technology

Assessment tasks

• Weekly online activity
• Short essay
• 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

• Examine the implications that colonialism has had on Indigenous Australian people’s rights to education
• Effectively utilise theories of power to analyse the impact of politics on Indigenous Australians
• Critically analyse the political positions of historical and contemporary texts. Demonstrate advanced communication skills to be able to provide an informed response to such material
• Critically engage with the perspectives of the other students using the prescribed online technology
Assessment tasks

- Weekly online activity
- Short essay
- 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**

- Effectively utilise theories of power to analyse the impact of politics on Indigenous Australians
- Critically analyse the political positions of historical and contemporary texts. Demonstrate advanced communication skills to be able to provide an informed response to such material

Assessment tasks

- Weekly online activity
- Short essay
- 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**

- Examine the implications that colonialism has had on Indigenous Australian people’s rights to education
- Critically engage with the perspectives of the other students using the prescribed online technology

Assessment tasks

- Weekly online activity
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**

- Explain how government policy and legislation has impacted on Indigenous Australians socially, economically, and politically
- Critically engage with the perspectives of the other students using the prescribed online technology

**Assessment tasks**

- Weekly online activity
- Research essay

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 outcome**

- Critically engage with the perspectives of the other students using the prescribed online technology

**Assessment task**

- Weekly online activity