INED803
Politics, Power and Indigenous Education
S2 External 2017
Dept of Indigenous Studies

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General Information

Unit convenor and teaching staff
Unit Convenor
Dr Colleen McGloin
By appointment. Please email to set up a time.

Colleen McGloin
colloen.mcgloin@mq.edu.au

Credit points
4

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

- 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

**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 is to be submitted online.

**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 convener as early as possible if you think you may need an extension.

**Penalties for late submission:** Late submissions for the online discussion activity will not be accepted without documentary evidence. Late essay submissions which are submitted after the due date, without having an extension granted by the convener, 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>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly online activity</td>
<td>40%</td>
<td>No</td>
<td>Sunday of each week</td>
</tr>
<tr>
<td>Short essay</td>
<td>25%</td>
<td>No</td>
<td>22 September</td>
</tr>
<tr>
<td>Research essay</td>
<td>35%</td>
<td>No</td>
<td>10 November</td>
</tr>
</tbody>
</table>

**Weekly online activity**

**Due:** **Sunday of each week**

**Weighting:** **40%**

At the beginning of each week, the subject coordinator will identify a point/argument in one of the readings and put this on the forum as a quotation - the reading will not be disclosed so you will need to do all of the readings in order to complete this exercise. Your task is to provide a weekly post that responds to the quote/points selected by the convener. Give each of your posts the heading "Weekly Post" along with your name and the date of submission. You can either engage directly with the quote, or discuss it with another student on the forum by commenting on their post. Your assessment task post must be as close to 250 words as possible - check your word count before posting. As well as your official assessment task post, you are encouraged to comment and contribute to the discussion informally so we can generate a good lively debate! Your assessment task post must be written in academic prose (e.g. correct grammar, punctuation, expression will be expected) and must show scholarly
engagement with the concept/s and/or the student with whom you choose to discuss. Each weekly response will be marked out of 10. Marks will be recorded by the convener each week and final marks for the completed exercise allocated to students at the end of semester. If students have not posted by the due time and day each week, they will be given a grade of zero for that week.

**Note:** It is imperative that the response be provided by Sunday 5pm 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).

On successful completion you will be able to:

- 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: 22 September**

**Weighting: 25%**

The second assessment requires students to write a short essay from one of the three topics below. You are expected to draw material from modules 1, 2 and 3 as you write the essay and also, to demonstrate wider research.

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 and her/his effects on the political landscape. 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 and by whom. 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. An abstract is not required for this essay.

4. Give your essay a title denoting the chosen topic. At this level, it is expected that academic prose comprises correct grammar, referencing, sentence structure, punctuation, page numbers, flow of argument/points etc and general high level essay writing skills

On successful completion you will be able to:

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Research essay

Due: **10 November**
Weighting: **35%**

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 by either the Commonwealth government, or by a state or territory government in Australia.

**Note:** You should have chosen your policy by week 8 and begun to gather appropriate research in preparation for this task.

In your essay, you should do the following things:

1. Describe and give some backdrop for the political context in which the policy was formulated.
2. You could consider the following questions, as appropriate:
   - How did the issue reach the policy agenda?
   - How was the policy problem framed?
   - Which actors were most influential in the policy process?
   - What role did Indigenous people have in the consultation process and/or policy-making process and the policy's implementation?
3. Consider how could the policy be evaluated, in your view? Has it been a success or a failure? Give reasons/evidence for your answer.
On successful completion you will be able to:

- 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](http://ilearn.mq.edu.au)

Lectures will be recorded weekly and available for download.

All required readings are available via e-Reserve through the library website, [here](http://multisearch.mq.edu.au/primo_library/libweb/action/dlSearch.do?vid=MQ&institution=MQ&tab=reserve_collection&bulkSize=20&loc=adaptor,scope:(reserve)&pcAvailabilityMode=false&query=any,contains,INED803).

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:


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:

Catherine Althaus, Peter Bridgman and Glyn Davis (2009) "A Policy Cycle" in *The Australian Policy Handbook*, 4th ed, Allen and Unwin (other editions also suitable)


Additional reading:


Week 8

**Required reading:**


**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:**

dicators-2011


Week 10

Required readings:


Additional reading:


**Week 11**

**Required readings:**


**Additional reading:**


**Week 12**

**Required reading:**


Current NT Government school attendance policies:

[https://unitguides.mq.edu.au/unit_offerings/76441/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/76441/unit_guide/print)
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](http://mq.edu.au/policy/docs/complaint_management/procedure.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:


- **Special Consideration Policy** (in effect from Dec 4th, 2017): [https://staff.mq.edu.au/work/strategy-](https://staff.mq.edu.au/work/strategy-)

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**Unit guide** INED803 Politics, Power and Indigenous Education

[https://unitguides.mq.edu.au/unit_offerings/76441/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/76441/unit_guide/print)
Planning and Governance/University Policies and Procedures/Policies/Special Consideration

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/)

**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/](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

**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/](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
• Short 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

• 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