General Information

Unit convenor and teaching staff
Unit Convenor
Eve Vincent
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Contact via Via email
Australian Hearing Hub
By arrangement

Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description
This unit introduces and explores the anthropology of contemporary Indigenous Australia. The contemporary conditions in both 'remote' Aboriginal Australia, and in rural, urban and suburban communities, cannot be understood without knowledge of pre-colonial and early colonial cultural, economic and social forms. The unit explores current issues against the background of the deep historical perspective of human presence in Australia. A second underlying theme of the unit is that neither Indigenous nor settler Australian societies can be understood without a recognition of their profound historical interrelation. Lectures explore how forms of Australian settler colonial and governmental practice have transformed Aboriginal Australia in some unexpected ways, and also how Aboriginal perspectives and forms of active social engagement continue to shape broader Australian cultural concerns. Specific topics to be covered include: life perspectives and practices of hunters and gatherers; the land-people connection (cosmology, totemic landscapes and territorial organisation); first contacts and the impact of European settlement; urban Aboriginal cultures; the role of the law, police and prisons in contemporary Indigenous Australia; and painting, music, and historically dynamic Indigenous expressive practices.

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. Develop a critical appreciation of the value of reading a range of Indigenous texts alongside more conventional anthropological contributions
2. Understand the history of the human presence in Australia
3. Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems
4. Develop a critical appreciation of debates over culture, ‘authenticity’, the meaning of Indigenous identity and how anthropologists engage with these
5. Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
6. Develop an understanding of the settler colonial experience and the ways in which Indigenous and settler Australian worlds and identities are mutually constituted
7. Build skills in using anthropological knowledge to aid understanding of contemporary issues
8. Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion
9. Cement critical analysis and creative thinking skills through research assignments.

General Assessment Information

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. This information applies to all assessment items in this unit.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>No</td>
<td>Weekly</td>
</tr>
<tr>
<td>Weekly topic essay</td>
<td>30%</td>
<td>Yes</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>No</td>
<td>Friday October 5</td>
</tr>
<tr>
<td>Koori Sydney: site visit</td>
<td>20%</td>
<td>No</td>
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Tutorial participation

Due: Weekly
Weighting: 10%

Brief Description: Tutorials offer the opportunity for informed, open discussion of the weekly topics and readings. Each week, you must prepare for the tutorial discussion by completing the assigned readings. You should arrive at class willing to engage in respectful discussion of the readings’ key points and arguments. You are expected both to make contributions to class discussions, and to listen to others’ contributions.

You are expected to attend at least 80 per cent of tutorials over the course of the semester. You should provide documentation if you miss more than 20 per cent of tutorials. Please notify your tutor if you are going to be absent from a tutorial.

Attendance is a precondition for tutorial participation. Your final mark for your participation will be based on a combined assessment of the following three criteria: preparedness; appropriate communication; listening skills.

This Assessment Task relates to the following Learning Outcomes:

• Develop a critical appreciation of the value of reading a range of Indigenous texts alongside more conventional anthropological contributions
• 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
• Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
• Develop an understanding of the settler colonial experience and the ways in which Indigenous and settler Australian worlds and identities are mutually constituted
• Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion

Weekly topic essay

Due: Ongoing
Weighting: 30%

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

At the conclusion of each of our weekly discussions from Weeks 2 through to 12, we will distill a
small set of essay questions. You will then have a fortnight to submit a 1500 word short essay, based on the required and extended readings for that week. You may also refer back to points raised during the tutorial discussion within your response.

A detailed description for this assessment task will be available in Week 1.

This Assessment Task relates to the following 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
- Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
- Develop an understanding of the settler colonial experience and the ways in which Indigenous and settler Australian worlds and identities are mutually constituted
- Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion

Research Essay

Due: **Friday October 5**
Weighting: **40%**

A list of essay questions and detailed marking criteria will be distributed in Week 4. While the readings listed in this unit guide will provide the basis for your essay, students are expected to engage with literature specific to their chosen topic, beyond that listed on the outline. Your lecturer and/or tutor is available to help you identify relevant sources to consult. Alternatively, you may develop your own topic subject to your lecturer’s approval. This topic must be approved two weeks prior to the due date.

Word length: 2,500 words

This Assessment Task relates to the following 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
- Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
- Develop an understanding of the settler colonial experience and the ways in which
Indigenous and settler Australian worlds and identities are mutually constituted

Koori Sydney: site visit

Due: **Monday November 19**
Weighting: **20%**

A detailed description of this assessment task will be available in Week 1. You are required to visit a site in the Sydney region, and to provide a reflective account of your visit, drawing on course materials.

This Assessment Task relates to the following Learning Outcomes:

- Build skills in using anthropological knowledge to aid understanding of contemporary issues
- Enhance 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.

**Delivery and Resources**

All readings are available through your iLearn site: see the link to Unit Readings - Leganto.

This course entails both lectures and tutorials. It is expected that you attend both. All lectures (not films) will be recorded on echo360 and made available on the iLearn site to assist with review of course material (audio recording only). **This should not be considered a substitute for lecture attendance. The films are a very important part of this unit: if you miss a lecture, you should also catch up on the material screened in the lecture.**

Lecture slides will also be available on the iLearn site for review.

**Unit Schedule**

**Week 1. Beginnings**

**Monday July 30**

This unit deals critically with the relationship between anthropology and Indigenous Australians. Where should our explorations begin? We will soon learn of the deep history of the human presence on this continent, but for now we will begin by reading debates about the anthropological enterprise and its legacy. Indigenous thinkers Ian Anderson and Michael Dodson reflect on anthropology as a colonial way of knowing Aboriginality. The extract from Bronwyn Carlson’s important book, *The Politics of Identity*, extends Dodson’s discussion about defining Aboriginality, as does Yin Paradies’ examination of his own decisions about identification and the broader structures shaping it. Gillian Cowlishaw and Diane Barwick are two anthropologists whose work both vigorously defends the anthropological drive to know and understand cultural others, but who also closely engage with Aboriginal people’s determination to define and
describe life on their own terms. Finally, Dick Kimber’s chapter in First Australians provides an informally written introduction to the Horn Scientific Expedition, which included Baldwin Spencer. Spencer, together with Frank Gillen went on to publish The Native Tribes of Central Australia in 1899, among the first works of anthropology detailing Aboriginal ceremonial life. This lecture will also provide an introduction to the unit, its scope and aim, and an explanation of requirements and student assessment.

There are no tutorials in Week 1. You are not expected to read all of the work listed below! Select at least two as background reading.

**Background reading:**

- Gillian Cowlishaw. 2015 Friend or foe? Anthropology’s encounter with Aborigines. Inside Story.

**Week 2. People-land relations one: A human-created continent**

**Monday August 6**

We turn our attention to another kind of beginning this week, in discussion of the over 50,000 years-long human inhabitation of this continent. Read Billy Griffiths’ essay for an account of these beginnings, a story partially told in ‘stones and bones, sediment and pollan’. Aboriginal peoples’ varied ways of living on this continent will next be examined. Indigenous Australians have long been characterised as ‘hunter gatherers”—but we use Bunurong / Yuin writer Bruce Pascoe’s work to expand our understanding of the ways in which Indigenous people hunted, collected, farmed and cultivated, ultimately shaping a human-created landscape. We will then consider what it means for some Indigenous people to eat ‘bush foods’ today. We will also watch parts of the documentary series, First Footprints.
Required reading:

- Extracts from Sue Coleman Haseldine and Marcina Coleman Richards. 2012 Nguly Gu Yadoo Mai (Our Good Food). To be distributed and read in class.

Extended reading:


Week 3. People-land relations two: Guest lecture by Uncle Lex Dadd

Monday August 13

This week we are joined by Lexodious Dadd, a proud Senior Darug man from the Cannemegal clan of the Sydney area. Uncle Lex will talk to us about the significance of Yellomundee Regional Park, among other topics. Readings TBA.

Week 4. People-land relations three: Dreamings, ritual and Country

Monday August 20

We have been learning about the past and present of intimate people-land relations. This week, we inquire into anthropological accounts of Aboriginal worldviews or cosmologies, and their embodiment and objectification in ritual and social relations. As Aboriginal people strongly assert and anthropologists have long identified, the living land and waters created by ancestral beings, or Country, is the cornerstone of traditional Aboriginal life. The terms ‘Dreaming’ and/or ‘Dreamtime’ are now commonly used in Australia. But what exactly is meant by terms such as ‘totemism,’ ‘Country’ and ‘Dreaming’? How do these concepts help us to understand different understandings of the earth, emplacement, belonging, and social relations?

Required reading:

- Kumpaya Girgiba in conversation with Ngalangka Nola Taylor. 2017 Follow their footprints. In Margo Neale (ed), Songlines: Tracking the Seven Sisters, Canberra: National Museum of
Australia, 26-27


- Catherine Berndt. 1979 *Land of the Rainbow Snake*. Sydney: William Collins (selections will be read in class)

**Extended reading:**


- Patrick Wolfe. 1999 *White Man’s Flour*. In *Settler Colonialism and the Transformation of Anthropology*, London: Cassell, 9-42

**Week 5. Relatedness, Kin, Family**

**Monday August 27**

This week we shift the focus from people-land relations to people’s relationships to each other. From Fred Myers we learn that social relations can be understood when we consider people’s rights and relationships to objects. We will also explore the way kinship concepts are activated in urban and regional settings today, using the concept of ‘performative kinship’.

**Required reading:**


Extended reading:


- Belinda Burbidge. 2015 ‘We are the kangaroo, we have the owl’: Linguistic and emotional clues of the meanings of the bush in changing Wiradjuri being and relatedness. The Australian Journal of Anthropology, 26(3), 414-427.

Week 6. From Civil Rights to the Bark Petition

Monday September 3

Throughout the unit so far, we have been emphasising the need to understand Aboriginal culture forms within colonial history. This week our attention shifts even more explicitly to historical events. We go to the twentieth century, and particularly to changing Indigenous political and cultural aspirations in the post-war period. Our focus over the next two weeks is on how the Indigenous-land relations we have been learning about articulate with the broader settler colonial society and state. We track the emergence of a cultural politics at this time, and consider how ‘traditional’ meanings and messages are conveyed to new audiences.

Required reading:


Extended reading:

- Howard Morphy. 1983 ‘Now you understand’: An analysis of the way Yolngu have used sacred knowledge to retain their autonomy. In Nicolas Peterson and Marcia Langton (eds), Aborigines, Land, and Land Rights, Canberra: Australian Institute of Aboriginal Studies,110-133.


Week 7. Land and the politics of recognition

Monday September 10

As we have seen, 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 Commonwealth Land Rights Act, Northern
This week we also discuss the Mabo ruling that led to the 1993 Native Title Act. The lecture and 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 European understanding of Aboriginal land tenure? Does native title offer a way for European and Aboriginal reconciliation? What are some ways we might think of the unintended consequences of native title legislation for Indigenous identities and senses of belonging? What role has anthropology played in all of this?

**Required reading:**


**Extended reading:**


- Eve Vincent. 2017 ‘We know who we are’: the impact of native title on local identities. In ‘Against Native Title’: *Conflict and Creativity in Outback Australia*, Canberra: Aboriginal Studies Press, 89-108.


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**Mid-session Recess: September 17 to September 30---

## Week 8

The Labour Day public holiday falls on Monday October 1. Essays are due on the Friday of this week.

## Week 9. Work, Welfare and Indigenous Australians

**Monday October 8**

Indigenous people have long been a part of the settler colonial economy, as the reading by
Maria Nugent makes clear. This fact is often overlooked in the public debate about Indigenous Australians’ relationship with the welfare state. Over the past two decades in Australia public attention has been especially focused on the high rates of Aboriginal unemployment in remote regions. Prominent Indigenous public intellectual Noel Pearson has long argued that in the pre-colonial period Aboriginal people partook of a ‘real economy’, where the labour of hunting and food collecting was crucial to the reproduction of Indigenous society. After the decline, beginning in the 1960s-1970s, of rural economies and industries such as pastoralism, which relied on exploited seasonal Indigenous labour, welfare payments came to replace what Pearson calls ‘real work’. The oral history of Myles Lalor tells us something of this earlier period, as do Ruby Ginibi Langford’s recollections.

**Required reading:**

**Extended reading:**

**Week 10. ‘Helping whites’**

Monday October 15

Guest lecturer Drew Anderson will focus the anthropological gaze on non-Indigenous people this week, discussing various helping practices. Readings TBA.
Week 11. From self-determination to an interventionist paradigm: anthropology of the state

Monday October 22

We have been circling around the question of the state’s role in Indigenous lives, a question brought into focus with the 2007 Northern Territory National Emergency Response (‘the Intervention’). This week, we focus our attention firmly on the state. We ask: What might an anthropology of the state, ‘state effects’ and state practices look like? Where and what is ‘the state’? How does the state constitute and govern contemporary Aboriginal subjects? How do Aboriginal people meet the state?

Required reading:


Extended reading:


Week 12. Crime, Police and Incarceration: Indigenous people and the Law

Monday October 29

From the Don Dale scandal to the sentencing decision surrounding Elijah Doughty’s death, we often hear media stories that tell of Indigenous people’s problematic relationship to the legal system. In Western Australia, for example, the rate of incarceration for Indigenous Australians is 20 times higher than for non-Indigenous. Rates of Indigenous incarceration have in fact continued to rise markedly since the new millennium. How might anthropological analyses help us make sense of this statistical picture and these media reports? What historical, political and cultural frames shed light on the relationship between Indigenous people, the criminal justice system and correctional institutions?

Required reading:

Unit guide ANTH305 Contemporary Indigenous Australia


- WATCH: Allan Clarke’s Blood on the Tracks or listen to the podcast. See: http://www.abc.net.au/austory/blood-on-the-tracks---part-1/9795718

Extended reading:


Week 13. Koori Sydney and conclusions

Monday November 5

In this concluding lecture, we will talk about the past and present of Koori Sydney, in preparation for our final reflective assessment task.

Suggested readings / media:


- Redfern Now. 2012 Blackfella Films.


- Paul Irish. 2017 Hidden in Plain View, Sydney: UNSW Press. (This book has been placed on reserve.)


Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:
• Academic Appeals Policy
• Academic Integrity Policy
• Academic Progression Policy
• Assessment Policy
• Fitness to Practice Procedure
• Grade Appeal Policy
• Complaint Management Procedure for Students and Members of the Public
• Special Consideration Policy *(Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway *(https://students.mq.edu.au/support/study/student-policy-gateway)*. It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central *(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

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

- Develop a critical appreciation of debates over culture, 'authenticity', the meaning of Indigenous identity and how anthropologists engage with these
- Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
- Develop an understanding of the settler colonial experience and the ways in which Indigenous and settler Australian worlds and identities are mutually constituted
- Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

- Weekly topic essay
- Research Essay

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 outcome

- Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

- Research Essay
- Koori Sydney: site visit

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

- Build skills in using anthropological knowledge to aid understanding of contemporary issues
- Enhance 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

- Tutorial participation
- Weekly topic essay

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

- 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
- Consider the role of the state and ‘state effects’ in shaping, delimiting and producing Indigenous ways of being
- Develop an understanding of the settler colonial experience and the ways in which Indigenous and settler Australian worlds and identities are mutually constituted
- Build skills in using anthropological knowledge to aid understanding of contemporary issues

**Assessment tasks**

- Tutorial participation
- Weekly topic essay
- Research Essay

**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**

- Build skills in using anthropological knowledge to aid understanding of contemporary issues
- Cement critical analysis and creative thinking skills through research assignments.

**Assessment task**

- Research Essay

**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

• Build skills in using anthropological knowledge to aid understanding of contemporary issues
• Enhance 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

• Tutorial participation
• Weekly topic essay

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

• Develop a critical appreciation of the value of reading a range of Indigenous texts alongside more conventional anthropological contributions
• 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
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• Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and
concrete fashion

- Cement critical analysis and creative thinking skills through research assignments.

**Assessment task**

- Koori Sydney: site visit

**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**

- Develop a critical appreciation of the value of reading a range of Indigenous texts alongside more conventional anthropological contributions
- Understand the history of the human presence in Australia
- Gain insight into the complexity of Indigenous cosmologies, relations to land, and kinship systems

**Assessment task**

- Koori Sydney: site visit

**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 outcome**

- Build skills in using anthropological knowledge to aid understanding of contemporary issues

**Assessment task**

- Koori Sydney: site visit