



The University of Southern Queensland

## Course specification

### Description: Torres Strait Islander Studies

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
KNL	1002	31319	1, 2004	EXT	1.00	TWMBBA

<b>Academic group:</b>	KUMBN
<b>Academic org:</b>	KUMBNL
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	090311

### STAFFING

Examiner: Phillip Dreise  
Moderator: Neville Perkins

### RATIONALE

Education involves, in part, the transmission of the culture of a society. Australian society is fortunate in that it supports a variety of cultural groups, each with its own system of beliefs, ways of doing things and ways of communicating (Department of Education, Queensland, 1:94). Furthermore, Australia has two cultural groups, which can claim Indigenous status - the Australian Aborigines and the peoples of Torres Strait. All Australians need to have an understanding and appreciation of the diversity of cultures within Australia and how they interact. Hence, a study of Torres Strait Islander cultures and societies, because of their uniqueness and diversity in comparison to Aboriginal culture and societies, provides an avenue for the development and consolidation of an understanding and appreciation of all peoples, their cultures and societies. The course has three major categories that have been developed from a central core. The core is the presentation of knowledge and experiences through Torres Strait Islander perspectives and viewpoints. In so doing concepts may be presented in a manner that differs from the learner's understanding. The aim of presenting a Torres Strait Islander perspective is to correct the imbalance in knowledge and understanding of Australia's history and Indigenous groups, which has predominated since invasion.

### SYNOPSIS

The content and structure of the course emphasize the need for students to adopt a greater educational stance and understanding in the area of Torres Strait Island Studies. Hence, the course seeks to broaden the awareness of students of the Torres Strait Islands and its peoples on the basis of a knowledge and understanding of, and empathy towards, those people who are the original inhabitants of the Torres Strait. Throughout the course, four major dimensions will be explored: The history and colonisation of the Torres Strait, Torres Strait Islander social, economic and legislative-political structures, Policies and practices in relation to

education for Torres Strait Islander peoples, Significant Torres Strait Island cultures: customs, languages, protocols, and the Arts.

## OBJECTIVES

On successful completion of this course students will be able to:

- Demonstrate knowledge and understanding of aspects of Torres Strait Islander identities, cultures and society within a contemporary Australian context
- Respect and understand Torres Strait Islander peoples' lifestyles and attitudes
- Develop awareness and appreciation of the socio-cultural, political and economic position of Torres Strait Islander people in contemporary society
- Investigate Torres Strait Islander peoples' desires for access to, and participation in, education at all levels, which does not deny their heritage
- Explore and appreciate current policies and practices in relation to Torres Strait Islander peoples.

## TOPICS

Description	Weighting (%)
1. The history and colonisation of the Torres Strait	20.00
2. Torres Strait Islander social, economic and legislative-political structures	20.00
3. Policies and practices in relation to education for Torres Strait Islander peoples	20.00
4. Significant Torres Strait Island cultures	30.00
5. Teaching and working with Torres Strait Islander people	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Beckett, J 1989, *Torres Strait Islanders: custom and colonialism*, Cambridge University Press, Cambridge.

## REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Haddon, AC et al. (1901-1935), Reports of the Cambridge Anthropological Expedition to Torres Straits, vol. 1: Haddon AC 1935, Ethnography, vol. 2, Part 1: Rivers WHR (appendix,

Seligman, CG), Physiology and psychology, introduction and vision, vol. 2, Part 2: Myers, CS and McDougall, W 1901, Physiology and psychology, hearing, smell, taste etc.; vol. 3: Ray, SH, Seligman, CG, Wilkin, A, Pimm, G and Haddon, AC 1907, Linguistics; vol. 4: Haddon, AC, Higston Quiggin, Rivers, WHR, Ray, SH, Myers, CS and Bruce, J 1912, Arts and Crafts; vol. 5: Haddon, AC, Rivers, WHR, Seligman, CG and Wilkin, A 1908, Sociology, magic and religion of the Western Islanders; vol. 6: Haddon, AC, Rivers, WHR and Wilkin, A 1908, Sociology, magic and religion of the Eastern Islanders, Cambridge University Press, Cambridge.

Connolly, Sharon and Graham, Trevor (Producers) 1994, *Land Bilong Islanders-a background to the historic Mabo ruling*, Ronin Films, Canberra.

(Video)

Hall, EA 1991, Aborigines and Torres Strait Islanders in the Second World War, *Aborigines in the defence of Australia*, Australian National University Press, Sydney.

Loos, N and Mabo, K 1996, *Edward Koiki Mabo-his struggle for land rights*, University of Queensland Press, St Lucia, Queensland.

Mullins, S 1994, *Torres Strait-a history of colonial occupation and culture contact 1864-1867*, Central Queensland Press, Rockhampton, Queensland.

Nakata, M 2000, History, cultural diversity and English language teaching, *Multiliteracies-literacy learning and the design of social futures*, MacMillan Publishers Australia Pty Ltd, South Yarra, Victoria.

Schnukal, A 1998, *Broken-an introduction to the Creole language of Torres Strait*, Pacific Linguistics,

(Research School of Pacific and Asian Studies, The Australian National University.)

Sharp, N 1993, *Stars of Tagai-the Torres Strait Islanders*, Aboriginal Studies Press, Canberra.

Singe, J 1989, *The Torres Strait-people and history*, University of Queensland Press, St Lucia, Queensland.

Wilson, L 1993, *Kerkar Lu-contemporary artefacts of the Torres Strait Islanders*, Department of Education Publishing Services, Queensland.

## **STUDENT WORKLOAD REQUIREMENTS:**

ACTIVITY	HOURS
Assessment	30.00
Directed Study	45.00
Private Study	85.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
1500 WORDS ESSAY	100.00	40.00	08 Apr 2004
JOURNAL - CRITICAL REFLECTION	40.00	40.00	21 May 2004 (see note 1)
MOD 5 SUMMARY SELECTED PARTS	20.00	20.00	11 Jun 2004 (see note 2)

### NOTES:

1. 1500 WORDS
2. 750 WORDS

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to actively participate in all classes scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete the assignments, students must gain at least 50% of the marks available for each of the assignments.
- 3 Penalties for late submission of required work:  
An assignment, submitted after the due date without an extension approved by the Examiner, will attract a penalty of 10% of the assigned mark for each day (or part there of that the assignment is late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade for the course, students must demonstrate, via the assessment items in the Assessment Details section that they have achieved the required minimum standards in relation to the objectives of the course by: (i) satisfactorily completing all assessment items; and (ii) obtaining at least 50% of the total marks available for all assessment items. Students who do not qualify for a Passing grade may, at the discretion of the Examiner, be assigned additional work to demonstrate to the Examiner that they have achieved the standard required for a Pass. It is expected that such students will have gained at least 45% of the total marks available for all assessment items.
- 5 Method used to combine assessment results to attain final grade:  
Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details section. Marking criteria will be provided in course material as mark sheets /guides or as part of assignment specifications.
- 6 Examination information:  
There is no examination for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:

Not applicable for this course.

8 University Regulations:

Please refer to the USQ Handbook regarding overall course assessment information.

Further assessment information for this course is in the Course Introductory book.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 All assessment items must be submitted and passed.
- 11 Summative assessment items will receive a numerical score.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.

- 2 Students are to use a recognised referencing system as specified by the course examiner.
  - 3 In accordance with the University's Assignment Extension Policy (Regulation 5.6.1), the Examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, and the Distance Education Student Guide for new on-campus students. All students are advised to study and follow the guidelines associated with this policy.
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