



The University of Southern Queensland

Course specification

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The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Australian Indigenous Studies

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	1141	67297	2, 2007	ONC	1.00	Springfield

Academic group:

FOEDU

Academic org:

FOE002

Student contribution band:

National Priority Teaching

ASCED code:

070303

STAFFING

Examiner: Ron Hampton

Moderator: John McMaster

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

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. Furthermore, Australia has two cultural groups which can claim Indigenous status - the Australian Aboriginal and Australian Torres Strait Islander peoples. In order that all Australians receive a balanced education, the curriculum for all Australian schools should reflect, therefore, the existence of many cultures and societies living together on this continent. All teachers need to have an understanding and appreciation of the diversity of cultures within Australia and how they interact. A study of Indigenous Australian cultures and societies, because of their uniqueness and complexity, provides an avenue for the development and consolidation of an understanding and appreciation of all peoples, their cultures and societies. It is through a study of Indigenous Australian cultures and societies that attitudes can be challenged and a foundation set to address issues of cultural arrogance (i.e. belief in the superiority of one's own culture), ethnocentrism and ignorance facilitating progression towards mutual understanding and respect for others' cultures and societies. The course is built around themes with a central core running throughout them. The central core is the presentation of knowledge and experiences through Indigenous Australian perspectives and viewpoints. In so doing concepts may be presented in a manner that differs from the learner's understanding. The aim of presenting an Indigenous Australian perspective is to correct the imbalance in knowledge and understanding of Australia's history which has predominated since invasion. In the first half of the course, consideration is given to the concepts of culture, society and group and individual identity. An Indigenous Australian

perspective on issues created by ignorance and misunderstandings about the sociological, technological and ideological aspects as they relate to indigenous cultures of the world, especially Australia, is presented. Without knowledge of the past one cannot appreciate the present or predict the future. The second half of the course investigates particular aspects of Indigenous Australian cultures including, kinship, languages, land affiliation, occupation and the Native Title debate. The impact of Government policies and practices will also be presented. With emphasis currently placed on having an understanding and appreciation of Indigenous Australia, comes the need for an understanding of Aboriginal and Torres Strait Islander cultures and projections for the future.

SYNOPSIS

The content and structure of this course is such that it is more than an historical/anthropological account of Aboriginal and Torres Strait Islander Australia. The content of the course will emphasise the need for learners to adopt an appropriate approach which reflects a sound theoretical and philosophical understanding in the area of cultural interaction pertinent to the discipline or career path. The course seeks to confront the stereotypes that have been constructed around Australia's indigenous populations, and to reconstruct those images. This will be based on knowledge and understanding of, and empathy towards, the people who are the original inhabitants of this country. Throughout the course, four major constructs will be explored: (i) contested views of traditional and contemporary Indigenous Australian cultures, societies and identity; (ii) Aboriginal and Torres Strait Islander social and political issues; (iii) policies and practices in relation to interaction with Aboriginal and Torres Strait Islander peoples; (iv) racism as a construct in government and non-government policy and practices.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate knowledge and understanding of aspects of Aboriginal and Torres Strait Islander identity, cultures and societies within a contemporary Australian culture (Assessments 1, 2, and 3)
2. illustrate a respect for, and understanding of Aboriginal and Torres Strait Islander people's lifestyles and attitudes (Assessments 1, 2 and 3)
3. demonstrate an awareness and appreciation of the socio-cultural, political and economic position of Aboriginal and Torres Strait Islander people in contemporary society (Assessments 1, 2 and 3)
4. contribute to the enhancement of Aboriginal and Torres Strait Islander peoples' desires for access to, and participation in, education at all levels which does not deny their heritage (Assessments 1, 2 and 3)
5. identify strategies for increasing the involvement of community-based Aboriginal and Torres Strait Islander teachers (i.e. knowledge providers) (Assessment 1)
6. express an understanding of current educational policies and practice in relation to Aboriginal and Torres Strait Islander people (Assessments 1, 2 and 3)

TOPICS

Description	Weighting (%)
1. Introduction	6.00
2. Society, cultures, identity and representation	8.00

3.	World indigenous peoples and change in Indigenous Australian societies and cultures - Aboriginal Australians	8.00
4.	World indigenous peoples and change in Indigenous Australian societies and cultures - Torres Strait Islanders	8.00
5.	Indigenous Australian organisations and kinship	8.00
6.	The impact of colonisation	8.00
7.	Government policies and practices	8.00
8.	The occupation of Australia, Terra Nullius, Native Title	8.00
9.	Indigenous Australian peoples, legislation and the law	8.00
10.	Indigenous Australian peoples and communications (languages, art, music, dance and literature)	8.00
11.	Education for Indigenous Australians	8.00
12.	Reconciliation - a new partnership	8.00
13.	Revision - Australia's future and Indigenous Australians	6.00

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).

Internal Study Pack is available from USQ Bookshop.

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.

Commonwealth of Australia 1997, *Bringing them home: national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families*, Human Rights and Equal Opportunity Commission, Sydney.

Commonwealth of Australia 1994, *Royal commission into aboriginal deaths in custody*, Australian Government Publishing Service, Canberra.

Commonwealth of Australia 2005, *National report to parliament on Indigenous education and training 2003*, Department of Education, Science and Training, Canberra.

Neill, R 2002, *White out: how politics is killing black Australia*, Allen & Unwin, Crows Nest, NSW.

Phillips, J, & Lampert, J 2005, *Introductory Indigenous studies in education: the importance of knowing*, Pearson Prentice Hall, Frenchs Forest, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	40.00
Private Study	85.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
MODULE PRESENTATION	30.00	30.00	23 Jul 2007 (see note 1)
ESSAY	30.00	30.00	05 Oct 2007 (see note 2)
EXAMINATION	40.00	40.00	END S2 (see note 3)

NOTES

1. Students please refer to Introductory Book for information about assessments and assessment due dates. Due dates for this assessment will vary from Week 5 to Week 16 according to the module allocated.
2. Due Friday of Week 11.
3. The examination date for this course will be set as per the official examination timetable. Students who, for reasons associated with teaching practice or health issues, feel disadvantaged may apply to the examiner for an alternative form of assessment.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) 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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available.
- 3 Penalties for late submission of required work:
Students must negotiate with the course examiner for extensions to the due date of their assignments. If students submit assignments after the due date without prior approval then a penalty of up to 20% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items, achieve at least 50% in the examination and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

- 6 Examination information:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

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 twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 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 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

- 10 All summative assessment items must be submitted. To be assured of receiving a passing grade, students must achieve at least 50% in the examination and at least 50% of the available weighted marks for the summative assessment items.

OTHER REQUIREMENTS

- 1 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements
 - 2 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 3 Students are to use a recognised referencing system as specified by the course examiner.
 - 4 Students are advised to read all relevant information contained in the course introductory book regarding assessment.
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