



The University of Southern Queensland

Course specification

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: Indigenous Perspectives for Educators

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDC	2200	91366	2, 2009	ONC	1.00	Springfield

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070100

STAFFING

Examiner: Stephen Hagan

Moderator: Jon Austin

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, with a particular emphasis on the cultures of traditional custodians of this land. Teachers and other practitioners 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.

SYNOPSIS

The course is built around themes with a central core based around 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. The impact of Government policies and practices will be examined with emphasis placed on having an understanding and appreciation of contemporary Indigenous Australia. With this comes the need for understanding of Aboriginal and Torres Strait Islander cultures and projections for the future. Overarching the whole course is a concern to highlight the educational implications of such knowledge and to make students aware of current systemic initiatives such as the Queensland Studies Authority's Indigenous Perspectives program. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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 context (Assignment 1, 2, and 3)
2. illustrate a respect for, and understanding of Aboriginal and Torres Strait Islander people's lifestyles and attitudes (Assignment 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 (Assignment 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 (Assignment 1, 2 and 3)
5. identify strategies for increasing the involvement of community-based Aboriginal and Torres Strait Islander practitioners (i.e. knowledge providers) (Assignment 1)
6. express an understanding of current policies and practice in relation to Aboriginal and Torres Strait Islander people (Assignment 1, 2 and 3)
7. demonstrate competence in written language and scholarly writing including correct spelling, grammar and bibliographic referencing. (Assignment 1, 2 and 3)
8. demonstrate an understanding of the educational implications emanating from an appreciation of Australian Indigenous and Torres Strait Islanders cultures. (Assignment 1, 2 and 3)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

TOPICS

	Description	Weighting (%)
1.	Australian Indigenous Cultures - traditions a)Introduction. to Indigenous Society b)World indigenous societies and cultures c)Indigenous Australian Cultures - Aboriginal Australians d)Indigenous Australian Cultures - Torres Strait Islanders	20.00
2.	Australian Indigenous Cultures - the past a)The history and impact of colonisation/invasion b)Government policies and practices c)Land rights, Terra Nullius and Native Title	20.00

3.	Australian Indigenous Cultures - the present a)Indigenous Australians and the law b)Indigenous Australian languages, communication and protocols	30.00
4.	Australian Indigenous Cultures - the future a)Where to from here? Australia's future and Indigenous Australians	10.00
5.	Australian Indigenous Cultures - educational implications	20.00

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).

There are no prescribed texts for this course.

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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

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

Copeland M, Richards J, & Walker A 2006, *One hour more daylight, a historical overview of aboriginal dispossession in Southern and Southwest Queensland*, Social Justice Commission, Catholic Diocese, Toowoomba.

McRae D, Ainsworth G, Hughes P, Price K, Rowland M, Warhurst J, Woods D & Zbar V 2002, 'What Works' (Available: <http://www.whatworks.edu.au>) [Accessed 16 10 2008]

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*, Introductory Indigenous studies in education: the, Frenchs Forest, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGN 2 REFLECTIVE JOURNAL A	10.00	20.00	28 Aug 2009
ASSIGN 3 REFLECTIVE JOURNAL B	10.00	20.00	23 Oct 2009
ASSIGN 1 MODULE PRESENTATION	30.00	30.00	30 Oct 2009 (see note 1)
EXAMINATION	50.00	30.00	END S2 (see note 2)

NOTES

1. Module Presentations are due during weeks 4-15. Due dates relate to the module allocated. Students please refer to introductory book for information about assessments and assessment due dates. Dates will vary according to the modules selected.
2. Students will be advised via USQStudyDesk of the examination date for this course when the official timetable for the semester has been finalised.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities 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.
EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora 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 an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:

Closed Examination: Candidates are allowed to bring only writing and drawing instruments into the Closed 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>

OTHER REQUIREMENTS

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