Description: Australian Indigenous Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>EDU</td>
<td>1141</td>
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<td>2, 2004</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: John McMaster
Moderator: Phillip Dreise

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 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 Australian Indigenous 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 Australian Indigenous 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 each others' culture and society. The course is built around themes with a central core running throughout them. The central core is the presentation of knowledge and experiences through Australian Indigenous perspectives and viewpoints. In so doing concepts may be presented in a manner that differs from the learner's understanding. You may consequently conclude that the viewpoints expressed are political and are designed to cast blame on the learner as the oppressor. However 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 Australian Indigenous 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. The rights of people from Indigenous cultures internationally, are also explored. Without a knowledge of the past one cannot appreciate the present or predict the future. The second half of the course investigates particular aspects of Australian Indigenous cultures including, kinship, languages, land affiliation, occupation and the Native Title debate. Government policies and projections for the future will also be presented. The third context will be an educational one presented during tutorials. Each tutorial session will consider the implication of a study of Australian Indigenous peoples for the classroom teacher. Tutorial activities will be undertaken to assist in making the course as pragmatic as possible. The Queensland Department of Education in 1996, trialed the P - 12 Guidelines for Teaching Aboriginal and Torres Strait Islander Studies and a Board subject entitled Aboriginal and Torres Strait Islander studies, in Year 11 and 12. With the emphasis currently placed on having an understanding and appreciation of Australian Indigenous studies, comes the need for teachers to be skilled and to have an understanding of Aboriginal and Torres Strait Islander cultures and societies and ways of introducing them in the classroom.

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 teachers to adopt an educational stance which reflects a sound theoretical and philosophical understanding in the area of cultural education and difference in pedagogy and learning. The course seeks to confront the stereotypes that have been constructed around Australia’s indigenous populations, and to reconstruct those images on a basis of knowledge and understanding of, and empathy towards, those people who are the original inhabitants of this country. Throughout the course, four major constructs will be explored. 1. Contested views of contemporary Australian Indigenous cultures, societies and identity; 2. Aboriginal and Torres Strait Islander social and political structures; 3. Policies and practices in relation to education and schooling for Aborigines and Torres Strait Islander peoples; 4. Racism as a construct in policy and curriculum development.

OBJECTIVES

On completion of this course students will be able to:

1. demonstrate knowledge and understanding of aspects of Aboriginal and Torres Strait Islander identity, culture and society within a contemporary culture
2. develop a respect for and understanding of Aboriginal and Torres Strait Islander people’s lifestyles and attitudes
3. develop an awareness and appreciation of the socio-cultural, political and economic position of Aboriginal and Torres Strait Islander people in contemporary society
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
5. consider strategies for increasing the involvement of community based Aboriginal and Torres Strait Islander teachers (i.e. knowledge providers)
6. develop an understanding and appreciation of current educational policies and practice in relation to Aboriginal and Torres Strait Islander people.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Introduction</td>
<td>4.00</td>
</tr>
<tr>
<td>2. Society, cultures, identity and representation</td>
<td>8.00</td>
</tr>
<tr>
<td>3. World indigenous peoples and change in Australian indigenous societies and cultures - Australian aborigines</td>
<td>8.00</td>
</tr>
<tr>
<td>4. World indigenous peoples and change in Australian indigenous societies and cultures - Australian Torres Strait islanders</td>
<td>8.00</td>
</tr>
<tr>
<td>5. Australian indigenous organisations and kinship</td>
<td>8.00</td>
</tr>
<tr>
<td>6. The impact of colonisation</td>
<td>8.00</td>
</tr>
<tr>
<td>7. Government policies and practices</td>
<td>8.00</td>
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<tr>
<td>8. The occupation of Australia, Terra Nullis, Native Title</td>
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</tr>
<tr>
<td>9. Australian indigenous peoples legislation and the law</td>
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<tr>
<td>10. Australian indigenous peoples and communications (languages, art, music, dance and literature)</td>
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<tr>
<td>11. Education for indigenous Australians</td>
<td>12.00</td>
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<tr>
<td>12. Reconciliation - a new partnership</td>
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</tr>
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<td>13. Revision - Australia's future and indigenous Australians</td>
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**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.


STUDENT WORKLOAD REQUIREMENTS:

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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
<td>95.00</td>
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<td>Project Work</td>
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ASSESSMENT DETAILS

<table>
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<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tr>
<td>MODULE REPORT</td>
<td>30.00</td>
<td>30.00</td>
<td>20 Jul 2004</td>
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<tr>
<td>EXAM/REPORT/PFOLIO/LESSON PLAN</td>
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<td>25.00</td>
<td>20 Jul 2004</td>
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<td>PROJECT PROPOSAL</td>
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<td>20 Aug 2004</td>
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<td>PROJECT SUBMISSION</td>
<td>40.00</td>
<td>40.00</td>
<td>08 Oct 2004</td>
</tr>
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NOTES:

1. Students please refer to the Introductory Book for information about assessments and assessment due dates.

2. Students please read all relevant information contained in the course introductory book regarding the Take Home Examination/Report/Module Portfolio/Lesson Plan.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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 for each assessment item.

3 Penalties for late submission of required work:
Students must negotiate with the course examiner for extensions to the due date of their assignments.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must 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 Take Home Examination, candidates may have access to any materials during the examination.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

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 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. 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.

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. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

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 a specified by the course examiner.

3 Students are advised to read all relevant information contained in the course introductory book regarding the Take Home Examination/Report/Workshop Portfolio.