

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Introduction to Indigenous Australia

**Unit ID:** INDSL1000

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (FEAFN1102 and INDOL1001)

**ASCED:** 090311

## Description of the Unit:

This unit offers an introduction to Indigenous Studies at Federation University. The unit explores the diverse characteristics and experiences of pre- and post-invasion Aboriginal and Torres Strait Islander societies within an interdisciplinary framework foregrounding Indigenous knowledges and perspectives. It aims to provide students with a broad overview of pre- and post-invasion experiences and expressions of Indigenous cultures, knowledges, histories and identities. The unit draws on a wide range of Indigenous-authored content and is delivered, as far as possible, using a collaborative model featuring contributions from members of the university's local Aboriginal communities. The unit is organised around an exploration of three key themes: the characteristics and experiences of pre-invasion Indigenous societies and their encounters with outside cultures prior to 1788; the history and ongoing impacts of settler-colonial invasion from 1788 to the present; and the complexity and diversity of contemporary Indigenous cultures and experiences in settler-colonial Australia.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Recognise the diversity of Aboriginal and Torres Strait Islander cultures, histories, experiences and identities
- K2.** Identify and consider the ongoing impacts of settler colonisation on Indigenous peoples and communities in Australia
- K3.** Examine key concepts, theories, issues and debates in the field of Indigenous Studies

#### Skills:

- S1.** Engage with diverse cultural contexts and demonstrate culturally inclusive practices
- S2.** Develop skills in research and communication, including academic writing and referencing
- S3.** Reflect on one's pre-existing knowledge of and relationship to course content

#### Application of knowledge and skills:

- A1.** Engage ethically with questions and debates relating to the experiences of Aboriginal and Torres Strait Islander peoples in Australia
- A2.** Apply relevant conceptual and theoretical frameworks to issues and debates regarding the status and experiences of Indigenous peoples in Australia
- A3.** Communicate an understanding of key theories and concepts in Indigenous Studies at an introductory level

#### Unit Content:

Topics may include:

- Appropriate terminology, languages and protocols
- The characteristics and experiences of pre-invasion Indigenous societies
- Indigenous encounters with outside cultures prior to 1788
- The history of settler-colonial invasion from 1788 to the present
- The ongoing impacts of settler-colonial invasion
- Settler colonialism, power and politics
- Issues of identity, identification, representation and appropriation
- Contemporary Indigenous cultures in settler-colonial Australia
- Culture and politics in Indigenous arts and literature
- Indigenous experiences in contemporary settler-colonial Australia
- Hidden histories of innovation, agency, activism and success
- The politics of reconciliation, recognition, self-determination and sovereignty

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within

curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, S1, S3, A2, A3	AT1, AT2, AT3
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K1, K2, S1, S3, A1, A2, A3	AT1, AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	K3, S1, S2, A2	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Reflective activities responding to course content and materials	Reflective journal	25-40%
K1, K2, K3, S1, S2, A1, A2, A3	Draft introduction and summaries of sources to be utilised for research paper or poster	Introduction and summaries	20-35%
K1, K2, K3, S1, S2, A1, A2, A3	Academic paper or poster on a topic or question related to course content	Research paper or poster	35-45%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)