

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Indigenous Rights in the International Arena
Unit ID:	INDSL3006
Credit Points:	15.00
Prerequisite(s):	(BAXDC1002 or BAXDC1004 or FEAFN1102 or INDOL1002 or INDSL1000 or INDSL1001 or INDSL1004) (At least 30 credit points from BAXDC or INDOL or INDSL or VCHAT subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC2369 and ATSGC3369 and INDSL2006 and INDSL2369 and INDSL3369)
ASCED:	090311

Description of the Unit:

This course explores key concepts, theories, issues and debates relating to the recognition and protection of human rights and the rights of Indigenous peoples in Australia and internationally. The course will provide students with a broad overview of the development and consolidation of the international human rights regime, as well as of the relationship between international and domestic law within the Australian context. In particular, the course is focused on an examination of the emergence, impacts and ongoing role of the international Indigenous peoples' movement in advocating for Indigenous rights in Australia and around the world. Within a rights-based framework, students will critically engage with a series of social and political issues and debates relating to the status and experiences of Indigenous peoples in settler-colonial Australia. The course is designed to provide students with the knowledge and skills necessary to engage ethically with questions and debates concerning the recognition and protection of both human and Indigenous rights in Australia and internationally, and thus to enable them to become culturally competent Australian and global citizens.

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

Work Experience:

No work experience

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:
Knowledge:

- K1.** Explore and critically analyse key issues and debates regarding human rights and the rights of Indigenous peoples in Australia and around the world
- K2.** Examine the variety of legal frameworks and instruments relevant to the recognition and protection of human rights and the rights of Indigenous peoples
- K3.** Appraise the position of Aboriginal and Torres Strait Islander peoples and cultures in relation to both human and Indigenous rights

Skills:

- S1.** Critically analyse concepts, theories, issues and instruments relevant to the recognition and protection of human rights and the rights of Indigenous peoples
- S2.** Develop skills in research and communication, including academic argumentation and referencing
- S3.** Engage with diverse cultural contexts and demonstrate culturally inclusive practices

Application of knowledge and skills:

- A1.** Critically analyse and reflect on key issues and debates concerning human rights and the rights of Indigenous peoples
- A2.** Apply relevant conceptual and theoretical frameworks to issues and debates regarding the status and experiences of Indigenous peoples in Australia
- A3.** Engage ethically with questions and debates relating to the rights of Indigenous peoples in Australia and around the world

Unit Content:

Topics may include:

- An introduction to human rights
- The international human rights regime
- Human rights and the rights of Indigenous peoples
- The international Indigenous peoples' movement
- Indigenous rights under international law
- The recognition and protection of rights in Australia
- The Stolen Generations

- Rights to land and native title
- The right to self-determination
- Racial discrimination
- The Northern Territory Intervention
- Indigenous peoples and the criminal justice system

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 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	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: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K3, S3, A3	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S2, A2	AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	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: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K3, S1, S2, 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	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: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	K2, S2, A1	AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	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: <ul style="list-style-type: none"> Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts Committing to social responsibility as a professional and a citizen Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses Embracing lifelong, life-wide and life-deep learning to be open to diverse others Implementing required actions to foster sustainability in their professional and personal life. 	K1, K3, S3, A1, A2, A3	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S3, A1, A2, A3	Reflective activities responding to course content and materials	Reflective journal	20-35%
K1, K2, K3, S1, S2, A2, A3	Academic essay on a topic or question related to course content	Minor essay	25-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Academic essay on a topic or question related to course content	Major essay	35-45%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)