

**School / Faculty:** Faculty of Education and Arts

**Course Title:** ABORIGINAL AFFAIRS AND INDIGENOUS ACTIVISM

**Course ID:** BAXDC2107

**Credit Points:** 15.00

**Prerequisite(s):** (BAFND1001 or SOCIO 1001 or Any Introductory level course in Indigenous Studies)

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

**Exclusion(s):** (INDSL2104)

**ASCED Code:** 090311

**Grading Scheme:** Graded (HD, D, C, etc.)

**Program Level:**

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

**Knowledge:**

- K1.** Understand policies relating to assimilation, integration, self-determination, land rights and reconciliation;
- K2.** Evaluate the success or failure of specific policies;
- K3.** Investigate the problems surrounding the Native Title legislation and the circumstances of the Wik decision;
- K4.** Investigate the reasons for Aboriginal political activism;
- K5.** Survey the major legal, social and political actions pursued by Aboriginal people and Islanders and their supporters;
- K6.** Account for the political and social changes and achievements which have grown out of the efforts of Aboriginal activism and communities endeavours.

**Skills:**

- S1.** Select a range of documents that are multi-disciplinary sources to critique political motivations and policies;
- S2.** Critically analyse sources in order to achieve a multiple perspective on race politics;
- S3.** Utilize the mini-poster genre to represent the research findings report;

# Course Outline (Higher Education)

BAXDC2107 ABORIGINAL AFFAIRS AND INDIGENOUS ACTIVISM

- S4.** Utilize a range of documentation – music, pictures, film – to enhance critical reading from multidisciplinary sources;
- S5.** Contribute to round-table discussion
- S6.** Undertake group work

## Application of knowledge and skills:

- A1.** Critically evaluate Aboriginal affairs and activism literature and concepts
- A2.** Prepare a mini poster using Federation University Style conventions
- A3.** Communicate an understanding of key Aboriginal affairs and activism literature and concepts
- A4.** Contribute to group activity

## Course Content:

This course provides an introduction to Aboriginal cultural awareness and investigates the history and circumstances of government policies and actions in Aboriginal Affairs since the 1930s, and the resulting Aboriginal reaction and activism which have led to political and social advancement for the Aboriginal and Torres Strait Islander communities.

This course is designed to enhance students' understanding of the development of policies that have affected Aboriginal people since 1930 by enabling them to:

1. Identify the nature, purposes and reasons for the implementation of the various policies, major legal decisions and laws relating to Aboriginal and Islander people;
2. describe the reactions of Aboriginal people to such policies; and
3. comment on the effects of the various policies on the target groups within the Aboriginal and Torres Strait Islander communities

## Values and Graduate Attributes:

### Values:

- V1.** Engender an understanding of the legacy that exists from the 20th century;
- V2.** Develop an awareness of past policies;
- V3.** Value shared cultural histories;
- V4.** Appreciation of the richness of Australian history with specific reference to Aboriginal affairs and activism.

### Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students have developed an understanding and set of skills to commence the development of sustainable life-long learning	High

# Course Outline (Higher Education)

BAXDC2107 ABORIGINAL AFFAIRS AND INDIGENOUS ACTIVISM

Attribute	Brief Description	Focus
Critical, creative and enquiring learners	Students are self-directed and take responsibility for their own learning	Medium
Capable, flexible and work ready	Students engage in collegial discussions and provide peer review	High
Responsible, ethical and engaged citizens	Students demonstrate a capacity to critique written and visual representations of social justice and ethical issues in the wider community	High

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K2, S1,S3, A3	Poster writing skills (researching, critiquing, drafting and editing)	Mini-poster introduction and critical review of 5 journal articles	25-30%
K2, S1,S3, A3	Poster writing skills (researching, drafting and editing)	Academic Mini poster	15-20%
K1 K2, K4 K5 K6 S1, S2, A2, A3 A4 S3 S4 S5 S6	Participation in a group project (Group work dynamics, specialised research, poster design and informative text for specific audience)	Group Presentation	15-20%
K1,K2 K3, K4 K5 K6 S2, A1, A2 A3	Critical appreciation of lectures and reading.	Written Test	25-30%

## Adopted Reference Style:

APA