

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	INTRODUCTION TO INDIGENOUS AUSTRALIA
<b>Course ID:</b>	INDSL1000
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	FEAFN1102 and INDOL1001
<b>ASCED:</b>	090311

## Description of the Course:

This course offers an introduction to Indigenous Studies at Federation University. The course 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 course 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 course 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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	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

#### Course 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

#### Values:

- V1.** Appreciate the diversity of Aboriginal and Torres Strait Islander cultures, histories, experiences and identities

- V2.** Recognise the continuing contribution of Indigenous peoples, knowledges and cultures to Australian society
- V3.** Develop cultural competence through an awareness and understanding of Indigenous cultures, traditions and histories

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S1, S2, A1, A2, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S3, A1, A2, A3	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S1, S2, A1, A3	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, S1, S2, S3, A1, A2	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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](#)