Course Outline (Higher Education)

School: School of Arts

Course Title: CONTEMPORARY ISSUES IN INDIGENOUS AUSTRALIA (1967-)

Course ID: INDSL2001

Credit Points: 15.00

Prerequisite(s): BAXDC1002 or BAXDC1003 or FEAFN1102 or INDOL1001 or INDOL1002 or INDSL1000 or INDSL1001 or SOCIO1001 or SOSCI1002

Co-requisite(s): Nil

Exclusion(s): INDSL2105 and INDSL3001 and INDSL3105

ASCED: 090311

Description of the Course:
This course explores the diversity and complexity of Indigenous societies and experiences in the post-1967 period within a framework foregrounding Indigenous perspectives. This period has witnessed both tremendous change and significant continuities in terms of Indigenous experiences and identities, as well as the policymaking approaches Australian governments have adopted in relation to Indigenous affairs. The course examines a variety of social and political issues of concern to Aboriginal and Torres Strait Islander people and communities from an interdisciplinary perspective incorporating historical, sociological and Indigenous approaches to understanding, interpreting and responding to such issues. Students will explore issues relating to human rights, social justice, power, identity, race and racism, representation, socioeconomic disadvantage, health, criminal justice, child removal, native title, reconciliation, sovereignty and self-determination.

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:
Course Outline (Higher Education)
INDSL2001 CONTEMPORARY ISSUES IN INDIGENOUS AUSTRALIA (1967-)

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Explore the diversity and complexity of Indigenous societies and experiences in contemporary settler-colonial Australia
K2. Identify and analyse the ongoing impacts of settler colonisation on Indigenous peoples and communities in contemporary Australia
K3. Consider diverse Indigenous perspectives on social and political issues of concern to Aboriginal and Torres Strait Islander people and communities

Skills:

S1. Analyse issues of concern to Aboriginal and Torres Strait Islander people and communities in culturally inclusive ways
S2. Locate, evaluate and utilise peer-reviewed materials in the humanities and social sciences
S3. Reflect on the relationship between one’s own position within Australian society and the systems and structures of settler-colonial Australia

Application of knowledge and skills:

A1. Engage ethically with questions and debates relating to the contemporary experiences of Aboriginal and Torres Strait Islander peoples in Australia
A2. Apply relevant historical, sociological and Indigenous perspectives to the analysis of social and political issues
A3. Communicate an informed understanding of key theories and concepts in Indigenous Studies at an intermediate level

Course Content:

Topics may include:

- A historical overview of Indigenous affairs policymaking in Australia
- The 1967 referendum: A turning point in Indigenous affairs?
- Indigenous policies and politics in the post-1967 period
- Land rights, self-determination and the fight for Indigenous rights
- Indigenous internationalism and the United Nations
- Reconciliation, human rights, social justice and Indigenous affairs
- The ongoing impacts of child removal on Indigenous people and communities
- Power and the politics of identity and representation
- Race and racism in contemporary Australia
- Closing the gap? Socioeconomic disadvantage and Indigenous Australia
- Land rights ≠ native title: Unresolved issues of sovereignty and self-determination
- Seeking a voice: Where to from here?

Values:
V1. Recognise and appreciate the diversity of Aboriginal and Torres Strait Islander cultures, histories, experiences and identities

V2. Develop informed ethical values and an appreciation of the issues involved in studying Australian Indigenous Studies

V3. Consider the ways in which ideologies and historical influences have shaped, and continue to shape, Australian settler-colonial society

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.

<table>
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<tr>
<th>Graduate attribute and descriptor</th>
<th>Development and acquisition of GAs in the course</th>
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<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td>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.</td>
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<tr>
<td>GA 2 Innovators</td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
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<tr>
<td>GA 3 Citizens</td>
<td>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.</td>
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<tr>
<td>GA 4 Communicator s</td>
<td>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.</td>
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<tr>
<td>GA 5 Leaders</td>
<td>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.</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K2, K3, S1, S2, S3, A1, A2, A3</td>
<td>Annotated portfolio of course readings and/or other relevant sources and materials</td>
<td>Portfolio</td>
<td>20–35%</td>
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<tr>
<td>K2, K3, S1, S2, A1, A2, A3</td>
<td>Written report on a social or political issue of concern to Aboriginal and Torres Strait Islander people and communities</td>
<td>Report</td>
<td>30–45%</td>
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<tr>
<td>K2, K3, S1, S2, S3, A1, A2, A3</td>
<td>Presentation (with accompanying notes/summary) on a social or political issue of concern to Aboriginal and Torres Strait Islander people and communities</td>
<td>Presentation</td>
<td>30–40%</td>
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Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool