

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	CONTEMPORARY ISSUES IN INDIGENOUS AUSTRALIA (1967-)
<b>Course ID:</b>	INDSL3001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAXDC1002 or BAXDC1003 or FEAFN1102 or INDOL1001 or INDOL1002 or INDSL1000 or INDSL1001 or SOCIO1001 or SOSCI1002) (At least 30 credit points from BASOC or BAXDC or VCHAT or HEALT or INDOL or INDSL or SOCIO or SOSCI subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(INDSL2001 and INDSL2105 and INDSL3105)
<b>ASCED:</b>	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:

Level of course in Program	AQF Level of Program					
	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 the diversity and complexity of Indigenous societies and experiences in contemporary settler-colonial Australia
- K2.** Identify and critically 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.** Critically 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 advanced 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**

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.	K1, K2, K3, S1, S3, A1, A2, A3	AT2, 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, K3, S1, S2, S3, A1, A3	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, K3, S1, S3, A1, A2	AT2, AT3

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Annotated portfolio of course readings and/or other relevant sources and materials	Portfolio	20-35%
K2, K3, S1, S2, A1, A2, A3	Written report on a social or political issue of concern to Aboriginal and Torres Strait Islander people and communities	Report	30-45%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S1, S2, S3, A1, A2, A3	Presentation (with accompanying notes/summary) on a social or political issue of concern to Aboriginal and Torres Strait Islander people and communities	Presentation	30-40%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)