



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	INDIGENOUS SOCIETIES IN CONTEMPORARY AUSTRALIA
<b>Course ID:</b>	INDSL3105
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAXDC1002 or BAXDC1003 or FEAFN1102 or INDOL1001 or SOSCI1002) (At least 30 credit points from BAKIP or BASOC or BAXDC or HEALT or INDSL or SOCIO subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(INDSL2105)
<b>ASCED:</b>	090311

## Description of the Course:

This course covers the structure and lifestyle issues of contemporary Indigenous society, the structure of Indigenous organizations and the public achievements of outstanding Indigenous figures in the context of skill development in research, oral and written communication, small group work and critical reading. Students will recognise and evaluate Indigenous Australian contributions and achievement in various public areas, including the media, literature, social sciences, business, sports and the arts. They will examine contemporary social issues and critically evaluate how these affect Indigenous communities today.

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

**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.** Critique the tension between Aboriginal identification from government and Indigenous perspectives.
- K2.** Define and compare differences between targeted Indigenous communities across Australia.
- K3.** Critically analyse the structure of contemporary Aboriginal societies.
- K4.** Identify and describe contemporary social issues and critically evaluate how these affect Indigenous communities today.

**Skills:**

- S1.** Recognise and evaluate Indigenous Australian contributions and achievement in various public areas, including the media, literature, social sciences, business, sports and the arts.
- S2.** Differentiate between contrasting viewpoints in public debate, academic publications or the media.
- S3.** Conduct advanced level research that balances multiple perspectives and reflects the concerns of different stakeholder groups.

**Application of knowledge and skills:**

- A1.** Critically evaluate contemporary Aboriginal studies literature and concepts.
- A2.** Develop an academic poster that communicates social issues of concern to Indigenous communities.
- A3.** Communicate an understanding of key contemporary Aboriginal studies principles and concepts.

**Course Content:**

Topics may include:

- The public achievements of outstanding Indigenous figures.
- The process of Aboriginal identification from a government perspective and Indigenous perspectives
- Differences between targeted Indigenous communities across Australia
- Analysis of the structure of contemporary Aboriginal societies
- Identify contemporary social issues and how these affect Indigenous communities today
- Indigenous peoples` contribution to contemporary Australian society.

**Values:**

- V1.** Appreciate the achievement of Aboriginal people in a wide variety of areas.

**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, K4, S2, S3, A1	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.	S1, A1	AT1, AT2
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.	S2, S3	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, K3, A2, 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.	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S2, A1	Research and summarise four journal articles that debate a contemporary issue of concern for Indigenous societies	Precis of articles on contemporary issue	15-25%
K2, K4, S2, S3, A2, A3	Exposition of views of multiple Indigenous communities, communicated in pictorial and written form	Academic poster	45-55%
S1, S3, A3	Participation in a group project to explore Indigenous contributions and achievements in the Australian public arena and present findings to peers in the form of PPT/audio presentation	Group PPT presentation [individual task for on-line students]	25-35%

### Adopted Reference Style:

Australian Harvard

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

Fed Cite - [referencing tool](#)