ATSI2003

Indigenous Material Culture-Objects and Their Journey

Term One // 2019
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Perheentupa</td>
<td><a href="mailto:j.perheentupa@unsw.edu.au">j.perheentupa@unsw.edu.au</a></td>
<td>By appointment.</td>
<td>LG15, Nura Gili, Electrical Engineering (G17)</td>
<td>9385 0715</td>
</tr>
</tbody>
</table>

School Contact Information

Balnaves Place, Lower Ground Floor, Electrical Engineering Building

Email: nuragili@unsw.edu.au

General Enquiries: + 61 2 9385 3805

Nura Gili would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.
Course Details

Credit Points 6

Summary of the Course

The focus of this course is on the role of museums and art galleries in the representation of Indigenous peoples and their cultures. The course begins with an introduction to Indigenous material culture, in both pre-contact and contact Australia. Students will also learn about the collection, study and display of Indigenous objects by museums and galleries. In this context disciplines of anthropology, ethnography, archaeology and museology are examined. Particular attention is given to the ways in which we can study objects and their different meanings as they journey from Indigenous contexts to non-Indigenous institutions. Students undertake an excursion to one or more local museums and participate in interactive seminar discussion as part of this course.

Course Learning Outcomes

1. Illustrate the role of Indigenous material culture in representing Indigenous peoples and cultures in the past and present museums and institutions.
2. Interpret the representation of Indigenous material culture held in museums and collecting institutions.
3. Analyse the way in which objects change in purpose and function as they move through, and within varying Indigenous cultural and non-Indigenous institutional contexts.
4. Evaluate methods used by collecting institutions to display Indigenous material culture, and assess their overall effect on various audiences.
5. Locate, assess, and analyse a variety of sources about Indigenous material culture, and synthesise research findings into a simple, logical and coherent argument.
6. Communicate research findings and views, individually and in groups, accurately and effectively using a variety of techniques (written, spoken, visual).

Teaching Strategies

Indigenous Studies emphasises the need to contextualise the historical, social and political circumstances that have led to problematic relationships between Indigenous and non-Indigenous Australians. These continue to shape contemporary Australian society. As a discipline that supports the capacity of all students to engage in respectful dialogue with Australian issues, we utilise learning and teaching approaches centred on critical reflective practice. This is a core learning tool of all courses aiding student contextualisation of content and knowledge and enhancing student-centred learning through the process of self-reflection.

The course content is explored through a series of lectures, by a convenor or a guest speaker, and tutorials as well as structured visits to collector institutions. Tutorials, in particular, provide an opportunity for collaborative learning and concentrated discussion of required and further readings as well as relevant case studies. Students are encouraged to draw on relevant personal experiences, contemporary media issues, and other everyday examples. For the assessment students complete research tasks on the different aspects of Indigenous material culture and develop skills in evaluating its collection, storage and display in different institutions.
Assessment

Guidelines for written work

The Harvard (In-Text) referencing is the preferred referencing for the essays. More information on referencing can be found here: https://student.unsw.edu.au/harvard-referencing.

In your Review / Essay:

- indicate your topic or the essay question you are answering
- leave a space and a half between lines
- use 12 point font
- leave a wide margins for the marker’s comments

*It is student’s responsibility to retain a copy of your essay at all times in case of lost or misplaced essays.*

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Weekly in class</td>
<td>1,2</td>
</tr>
<tr>
<td>Exhibition interpretation</td>
<td>50%</td>
<td>In class and one week after presentation</td>
<td>2,4,5,6</td>
</tr>
<tr>
<td>Object biography</td>
<td>40%</td>
<td>03/05/2019 11:59 PM</td>
<td>1,3,5,6</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Participation

**Start date:** 21/02/2019 09:00 AM

**Details:** Each week students will be required to read assigned material so they can contribute effectively to class discussions. Discussion questions or topics for debate will be presented to students throughout the semester, and verbal and written answers will be sought from students during tutorial sessions. Participation will be marked according to established marking criteria that are made available to students at the beginning of semester.

**Turnitin setting:** This is not a Turnitin assignment

Assessment 2: Exhibition interpretation

**Start date:** Not Applicable

**Length:** 10 minutes and 1000 words.

**Details:** Students are required to give a 10 minute group presentation (20%) that critically evaluates a museum or gallery exhibition that represents Aboriginal and/or Torres Strait Islander peoples and their cultures and/or histories. Students are also required to submit a written review (1000 words, 30%) a
week after their presentation incorporating relevant research and feedback provided in class. Presentations and reviews are marked according to established marking criteria that are made available to students at the beginning of semester.

Additional details:

GROUP PRESENTATION (20%) AND INDIVIDUAL REVIEW (30%)

Task description: Working in pairs, students are to critically evaluate a museum or gallery exhibition that represents Aboriginal and/or Torres Strait Islander peoples and/or cultures. Your analysis should critique and discuss the way in which Aboriginal and Torres Strait Islander peoples and cultures are represented in your chosen exhibition.

Presentation: Work together in pairs to collate your findings and reflections and present your findings together. Make sure you know how to use any technology you wish to use and make your delivery engaging.

Individual review: Expand on your presentation and write a review in which you critique the way in which Indigenous peoples and/or cultures are represented in your chosen exhibition, while you demonstrate your ability to critically evaluate an exhibition and its representation of Indigenous Australians and their cultures. In your review use a minimum of FOUR sources (excluding the exhibition) to support or discuss your views.

Submission notes: In class and via Turnitin on Moodle

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Object biography

Start date: Not Applicable

Length: 2000 words

Details: Drawing on the theoretical concepts and ideas presented in the course, students are required to carefully interpret and study an Indigenous object that they have learned about during a museum excursion in an essay (2000 words) that must also draw on additional research. Students will receive comprehensive written feedback and essays will be marked according to established marking criteria that are made available to students at the beginning of semester.

Additional details:

In your essay you should effectively use a minimum of SEVEN sources, the majority of which must be refereed academic texts. By ‘effectively’ I mean that you should discuss and analyse your sources in your essay, not just list them in your reference list.

Submission notes: Via Turnitin on Moodle

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.
Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 18 February - 24 February</td>
<td>Lecture</td>
<td>The what and why of Indigenous material culture</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Studying material culture</td>
</tr>
<tr>
<td>Week 2: 25 February - 3 March</td>
<td>Lecture</td>
<td>The power of objects: the study of Indigenous material culture, past and present</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Objects, contexts, memory, journey</td>
</tr>
<tr>
<td>Week 3: 4 March - 10 March</td>
<td>Fieldwork</td>
<td>Collectors and collecting: historical overview (Australian Museum, 1 William St - TBC). Tutorial as part of fieldwork.</td>
</tr>
<tr>
<td>Week 4: 11 March - 17 March</td>
<td>Lecture</td>
<td>Museum exhibitions: politics of display</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Static object, changing meaning (Presentations)</td>
</tr>
<tr>
<td>Week 5: 18 March - 24 March</td>
<td>Lecture</td>
<td>Questions of ownership &amp; custodianship</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Colonial legacy and collaboration (Presentations)</td>
</tr>
<tr>
<td>Week 7: 1 April - 7 April</td>
<td>Reading</td>
<td>*** Reading Week - No Classes ***</td>
</tr>
<tr>
<td>Week 8: 8 April - 14 April</td>
<td>Lecture</td>
<td>From ‘specimens’ to ‘old people’: respect, remains and repatriation</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>New media and ‘the real other’ (Presentations)</td>
</tr>
<tr>
<td>Week 9: 15 April - 21 April</td>
<td>Lecture</td>
<td>Indigenous material culture and social history</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Non-Indigenous objects – Indigenous meanings (Presentations)</td>
</tr>
<tr>
<td>Week 10: 22 April - 28 April</td>
<td>Reading</td>
<td>*** Public Holiday - No Classes *** (Make up class on Tuesday, week 11)</td>
</tr>
<tr>
<td>Week 11: 29 April - 1 May</td>
<td>Lecture</td>
<td>Indigenous material culture: The case of the Sámi</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>Comparing International Museum Practices (Presentations)</td>
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Resources

Prescribed Resources

Course readings (collection of articles, chapters and other related material) are available via Leganto on Moodle.

Recommended Resources


Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, MyExperience student course survey. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.
Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in Nura Gili there are no hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course’s moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,
* Keep you from attending an assessable activity,
* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration
Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

Collusion: working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- Analyse topics, plan responses and organise research for academic writing and other assessment tasks effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- Use and manage information effectively to accomplish a specific purpose
- Better manage your time
understand your rights and responsibilities as a student at UNSW
be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
be aware of the standards of behaviour expected of everyone in the UNSW community
locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
(http://subjectguides.library.unsw.edu.au/elise/aboutelise)
Academic Information

Please read this course outline carefully for information on assessment, late penalties, special consideration and expectations.

Image Credit

Dennis Golding

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