ATSI2011
Indigenous Australian Political History

Term Three // 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>Sarah Keech</td>
<td><a href="mailto:sarah.keech@unsw.edu.au">sarah.keech@unsw.edu.au</a></td>
<td>TUES 2-5</td>
<td>Appointments arranged via email</td>
<td>93853966</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

*Indigenous Australian Political History* tells the story of Indigenous resistance, activism and political organisation during the twentieth century in Australia. Each week focuses on the story of a particular Indigenous leader, with emphasis on the historical contexts and political environments that shaped their perspectives and actions. Brought together, the course forms a narrative revealing the recurring themes, directions, tensions, successes and legacies of Indigenous political history.

Course Learning Outcomes

1. Identify the historical conditions shaping Indigenous political action in the twentieth century
2. Describe the life and manifesto of key Indigenous political actors
3. Evaluate scholarly arguments about the aims and impacts of Indigenous political action
4. Apply your scholarly investigations to the design of discussion activities for the benefit of the tutorial group

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 a learning and teaching approach 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 and tutorials. Lectures draw on material from a number of disciplines including history, sociology, and cultural studies. They will be presented using a variety of formats, media, and guest lectures.

Tutorials involve a mixture of discussions, presentations, and group activities, providing a space for students to actively engage with the course material. Students are encouraged to constructively draw on personal experiences and contemporary media issues.
Assessment

Marking criteria for each task will be presented in-class and made available on Moodle.

All written components of assessment to be submitted online via turnitin. Students are encouraged to check their turnitin reports for plagiarism before submission.

Harvard or Oxford referencing systems accepted.

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>Tutorial discussion leadership</td>
<td>20%</td>
<td>Not Applicable</td>
<td>3,4</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>6pm Friday, week 10</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Tutorial contribution and graded post</td>
<td>40%</td>
<td>Not Applicable</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Assessment Details

**Assessment 1: Tutorial discussion leadership**

**Start date:** Not Applicable

**Length:** 15-20 minutes / 1 page

**Details:** Students are required to respond to weekly course readings and guide the class through a discussion of the salient points. Students are marked according to established criteria made available at the beginning of semester and they are also given written feedback.

**Assessment 2: Research Essay**

**Start date:** Not Applicable

**Length:** 2500

**Details:** Students are required to submit an essay demonstrating independent research made in response to an essay question specified by the course coordinator. The essay will be graded according to marking criteria made available to students at the beginning of semester and returned to students with written feedback.

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

**Assessment 3: Tutorial contribution and graded post**

**Start date:** Not Applicable
**Details:** Over a period of nine weeks, students will be given specific roles to guide their engagement with course readings and to structure their participation in tutorial discussion. Students will post the content of their weekly on Moodle. After receiving oral feedback in class, and talking through their ideas with their peers, they select two posts to edit and submit for formal grading. Students will receive comprehensive written feedback on graded posts and they will be marked according to established marking criteria made available to students at the beginning of semester.

**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: 16 September - 20 September</td>
<td>Lecture</td>
<td>‘We will show the Country’ Coranderrk and colonial governance in Victoria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorial: What is Aboriginal history?</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>From the AAPA to the Day of Mourning: political mobilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorial: Land rights, reserves, and revocation in NSW</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>‘We will never sign back!’ the Maritime strike in the Torres Strait</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial: ‘Soft violence’ &amp; colonial administration in the Torres Strait</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>‘We want hope, not racialism’ FCAATSI and the campaign for referendum</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial: Poetry and politics: Oodgeroo Noonuccal</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>‘We had broken the ban!’ segregation and the 1965 Freedom Rides</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial: The APA and political organization in rural NSW</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>‘We want to live on our land, our way’ the 1966 Wave Hill walk-off</td>
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<td></td>
<td></td>
<td>Tutorial: Was it a strike?</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>‘Land rights, now!’ Aboriginal Embassy</td>
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<td></td>
<td></td>
<td>Tutorial: Black Power in Australia</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>‘White Australia has a Black history’ contesting the 1988 Bicentenary</td>
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<td></td>
<td></td>
<td>Tutorial: The long march for Freedom, Hope and Justice</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>Whatever happened to Reconciliation?: treaty and justice in Australian politics</td>
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<td></td>
<td></td>
<td>Tutorial: A close reading: Patrick Dodson &amp; the CAR</td>
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<tr>
<td></td>
<td>Reading</td>
<td>No face to face classes. Reading, research &amp; individual consultations for final essays encouraged.</td>
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Resources

Prescribed Resources

- Course readings are available on Moodle via Leganto.

Recommended Resources

Suggested resources are available on Moodle. Students are expected to check weekly folders regularly for updated course information and resources.

Course Evaluation and Development

A formal course evaluation will be offered at the end of the teaching component of the course. Optional and anonymous informal feedback is also available throughout the term via Moodle surveys. Feedback is used to shape tutorial learning activities and guide the focus of in-depth weekly discussion.

The need for in-depth tutorial discussion of course materials to ensure consolidation of key weekly themes and their significance has been noted in previous course evaluation. This year, we have chosen the weekly 2 hour tutorial model to ensure students have time to contribute to the construction of their learning experience as well as providing teaching staff greater time for in-class verbal feedback.
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

“Embassy staff educate the people” from Bruce Mac’s Place: The McGuinness Aboriginal embassy collection’ hosted by the Koori History Website (Gary Foley), taken 1972 on the lawn of (then) Parliament House in Canberra.

CRICOS

CRICOS Provider Code: 00098G