ATSI2014

Indigenous People and Policy

Semester Two // 2018
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>Diana Perche</td>
<td><a href="mailto:diana.perche@unsw.edu.au">diana.perche@unsw.edu.au</a></td>
<td>Mondays 11am - 12 noon or by appointment</td>
<td>Nura Gili, Library Level 3</td>
<td>93852251</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.

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

Academic Information

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

Credit Points 6

Summary of the Course

This course aims to develop student understanding of the role of public policy in shaping Indigenous communities. It considers case studies of policy development by Australian Commonwealth, State and Territory authorities. It provides students with a theoretical framework for understanding policy and policy development processes and observing how key actors and institutions shape policy outcomes. The course considers opportunities for participation and engagement in policy formulation, and reflects on past policies which have contributed to Indigenous disadvantage and marginalisation. Students will critically analyse past and current policies and develop their understanding of the important role that policy plays in shaping community.

At the conclusion of this course the student will be able to

1. Explain key elements of the policy making process and describe the political, cultural and historical contexts in which policy is developed
2. Analyse the role of key actors and institutions in shaping policy for Indigenous people and communities in Australia
3. Identify and assess key mechanisms of participation and engagement in the policy process
4. Critically analyse policy documents and relevant texts in relation to their potential impact on Indigenous people and communities and formulate appropriate policy recommendations
5. Work collaboratively with others to analyse policy development for and with Indigenous peoples

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 weekly seminars. The seminars draw on material from a number of disciplines including history, sociology, and cultural studies. Seminars involve a mixture of short lectures, discussions, presentations, and group activities, providing a space for students to actively engage with the course material.
Assessment

The preferred referencing style for this course is the APA Referencing system. For a quick guide, see the Learning Centre’s page https://student.unsw.edu.au/apa

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>Presentation</td>
<td>30%</td>
<td>Week 5 or 6</td>
<td>1,2,5</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>02/10/2018 11:59 PM</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Policy brief</td>
<td>30%</td>
<td>31/10/2018 11:59 PM</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Presentation

Start date: Not Applicable

Length: 20 minute group presentation; each written submission maximum 1000 words

Details: Students are required to work in groups to develop and deliver a 20 minute presentation on a past policy that has impacted an Indigenous community, or Indigenous communities more generally. Students will be expected to submit a written version of their presentation on the same day. Presentations are marked according to established marking criteria that are made available to students at the beginning of semester. Students are provided with written feedback within 2 weeks of submission.

Additional details:

Group presentations will take place in weeks 5 and 6.

Presentation dates and groups will be confirmed in week 2.

For this task, you are expected to work as a group to research a specific government policy or program that has affected an Indigenous community or communities. You should discuss your choice of policy with the course convener. For your policy, you should consider the following questions:

- how was the policy problem identified?
- which actors and interests were involved in the policy development?
- what consultation process was used in formulating the policy?
- how was the policy implemented?
- has the policy been formally evaluated, and if so, has it been successful?
- what impact has the policy had on the Indigenous community or communities?

Submission notes: Presentations will be made in class in weeks 5 and 6. Written version should be uploaded to Turnitin by midnight on the day of the presentation.
**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

**Assessment 2: Essay**

**Start date:** Not Applicable

**Length:** 2500 words

**Details:** Students are required to answer a set essay question with a word limit of 2500 words. The essay provides students with an opportunity to synthesise the content of seminars, set readings and independent research into a cohesive structured body of work. Essays will be marked according to established marking criteria which are made available to students at the beginning of semester. Students will receive written feedback within 2 weeks of submission.

**Additional details:**

Essay questions will be posted on Moodle.

**Submission notes:** Submit your essay through Turnitin on the Moodle site.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

**Assessment 3: Policy brief**

**Start date:** Not Applicable

**Length:** 1000 words

**Details:** Students are required to prepare a policy brief for the relevant government minister about a policy issue which has impacted Indigenous communities. The policy brief should be no longer than 1000 words, and should provide a coherent argument, relevant background material, and a set of clear policy recommendations. Students should draw on course content related to the policy process, competing problem definitions, and key actors and institutions involved in making policy for Indigenous people and communities, and they should engage critically with a range of viewpoints in the public debate in their chosen policy area. The marking criteria for the policy brief will be provided at the beginning of semester, and students will receive written feedback within 2 weeks of submission through Moodle.

**Additional details:**

Information on how to write a policy brief will be provided in class.

You may choose to write your policy brief about the same policy area as your research essay, or select a new policy area, in consultation with the convener.

**Submission notes:** Submit your policy brief through Turnitin on Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.
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 allocate 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)
## 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: 23 July - 29 July</td>
<td>Reading</td>
<td>There is no class in Week 1. Readings are provided on Moodle.</td>
</tr>
<tr>
<td>Week 2: 30 July - 5 August</td>
<td>Seminar</td>
<td>Indigenous Peoples and Policy</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Australia Day: change the date?</td>
</tr>
<tr>
<td>Week 3: 6 August - 12 August</td>
<td>Seminar</td>
<td>Who makes policy? Actors, interests, institutions</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>The Redfern Statement</td>
</tr>
<tr>
<td>Week 4: 13 August - 19 August</td>
<td>Seminar</td>
<td>What does policy look like? Policy instruments, legislation, regulation and budgets</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>The Indigenous Advancement Strategy</td>
</tr>
<tr>
<td>Week 5: 20 August - 26 August</td>
<td>Seminar</td>
<td>How are policy problems defined?</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Alcohol policy in the Northern Territory</td>
</tr>
<tr>
<td>Week 6: 27 August - 2 September</td>
<td>Seminar</td>
<td>Using evidence in policy making</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Remote communities</td>
</tr>
<tr>
<td>Week 7: 3 September - 9 September</td>
<td>Seminar</td>
<td>Policy implementation</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Remote housing</td>
</tr>
<tr>
<td>Week 8: 10 September - 16 September</td>
<td>Seminar</td>
<td>Case Study: Employment services in remote communities</td>
</tr>
<tr>
<td>Week 9: 17 September - 23 September</td>
<td>Seminar</td>
<td>Case Study: Health policy - smoking</td>
</tr>
<tr>
<td>Break: 24 September - 30 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10: 1 October - 7 October</td>
<td>Reading</td>
<td>No class this week due to public holiday.</td>
</tr>
<tr>
<td>Week 11: 8 October - 14 October</td>
<td>Seminar</td>
<td>Case Study: Out of home care</td>
</tr>
<tr>
<td>Week 12: 15 October - 21 October</td>
<td>Seminar</td>
<td>Policy evaluation</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Cashless welfare</td>
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<tr>
<td>Week 13: 22 October - 28 October</td>
<td>Seminar</td>
<td>Writing a policy brief</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conclusion and reflections</td>
</tr>
</tbody>
</table>
Resources

Prescribed Resources

All required readings for this course are provided electronically through links on the Moodle site.

Recommended Resources

Suggested background reading on policy and politics:

Catherine Althaus, Peter Bridgman and Glyn Davis (2013) *Australian Policy Handbook*, Allen and Unwin


Course Evaluation and Development

This course has been substantially redesigned since it was last offered. Student feedback will be highly valued. Feedback will be gathered through informal evaluation throughout the semester, and through the MyExperience formal evaluation process at the end of semester.

Image Credit


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