



Course Title:	Indigenous Australia: Country, Kin, and Culture
Course Code:	SYDI HSA 294S
Subject:	History, Australian Studies, Contemporary Studies
Credits:	3
Contact Hours:	37.5
Semester/Term:	<input type="checkbox"/> Semester <input type="checkbox"/> J-Term <input checked="" type="checkbox"/> Summer
Course Description:	Contemporary Indigenous Australia examines global questions of diversity, difference and social justice through the specific experiences and initiatives of Australian Aboriginal and Torres Strait Islander peoples. Through formal learning and cultural exchange, this general education course looks to the future of the longest continuing cultures on earth; from the ancient sea voyaging colonists, to early regional engagements, through the violence and dispossession of foreign occupancy, frontier defiance, civil rights and citizenship struggles, to postcolonial recovery and renewal. As such, the sustained political resistance and successful revival of modern day Indigenous Australians is a compelling story of philosophical magnitude.
Course Requirements:	Required Text Digital access and/or copies will be provided at no cost to students. <i>1. Settlement</i> Redi, N. & Nunn, P. (2015). Ancient Aboriginal stories preserve history of a rise in sea level. <i>The Conversation</i> . Retrieved from https://theconversation.com/ancient-aboriginal-stories-preserve-history-of-a-rise-in-sea-level-36010 Rangan et al. (2014). New Genetic and Linguistic Analyses Show Ancient Human Influence on Baobab Evolution and Distribution in Australia. PLOS ONE. Retrieved from http://journals.plos.org/plosone/article/asset?id=10.1371/journal.pone.0119758.PDF Tacon, P. (2014). Australian rock art is threatened by a lack of conservation. <i>The Conversation</i> . Retrieved from https://theconversation.com/australian-rock-art-is-threatened-by-a-lack-of-conservation-32900 <i>2. Civilization</i> Russell, D. (2004). Aboriginal–Makassan interactions. <i>Australian Aboriginal Studies</i> . 2004/1. 3-17. Ganter, R. (2006). Turning the map upside down. <i>History Compass</i> 4(1).26–35



3. Invasion

Gascoigne, J. (2005) Introduction. *The enlightenment and the origins of European Australia*. Cambridge University Press: Port Melbourne. pp.12-16

Curthoys, A. (2008). Imagining 'First Contact'. In *Making Australian History: Perspectives on the past since 1788*. Thomson Learning Australia: Melbourne.

Taylor, T. (2016). Australia's 'history wars' reignite. *The Conversation*. Retrieved from <https://theconversation.com/australias-history-wars-reignite-57065>

Moses, D.A. (2004). Chapter 1. *Genocide and settler society: frontier violence and stolen indigenous children in Australian history*. Berghahn Books: New York

4. Containment

Hocking, J. & Reidy, N. (2016). Marngrook, Tom Wills and the continuing denial of indigenous history: On the origins of Australian football. *Meanjin*. 75(2). 83-93.

Haebich, A. (2011). Forgetting Indigenous Histories: Cases from the History of Australia's Stolen Generations. *Social History*. 44(4). 1033-1046.

5. Citizenship

McGregor, R. (2009). Another Nation: Aboriginal Activism in the Late 1960s and Early 1970s. *Australian Historical Studies*. 40(3). 343-360.

Grosfoguel, R. (2007) The Epistemic decolonial turn. *Cultural Studies*, 21(2-3). 211-223.

Attwood, B. & Markus, A. (1998). (The) 1967 (referendum) and all that: Narrative and myth, aborigines and Australia. *Australian Historical Studies*, 29(111). 267-288.

6. Torres Strait Islanders

Reynolds, H. (1996). Frontier history after Mabo. *Journal of Australian Studies*. 49. 4-11.

Perkins, R. (2012). *Mabo* (film). Australian Broadcasting Commission and Blackfella Films.

7. The arts

Neill, A. (2015). Laughing With Us: Black Comedy and Aboriginal Humour. *Metro*. 185. 40-45.

McDonald, G. (2014). Aboriginal art and cultural diplomacy: Australia, the United States, and the Culture Warriors Exhibition. *Journal Of Australian Studies*. 38(1). 18-31.



8. Sport

Bruce, T. & Wensing, E. (2009). 'She's not one of us': Cathy Freeman and the place of Aboriginal people in Australian national culture. *Australian Aboriginal Studies*. 2 (2009). 90-100.

Klugman, M. (2009). That picture — Nicky Winmar and the history of an image *Australian Aboriginal Studies*, 2(2009). 78-89.

9. Language

Green, R. & Oppliger, A. (2007). The Interface between Indigenous and Non-Indigenous Systems of Knowing and Learning: A Report on a Dharug Language Programme. *Australian Journal of Indigenous Education*. 36. Supplementary.

Monash University. (2016). Country Lines Archive. Retrieved from <http://artsonline.monash.edu.au/countrylines-archive/>

10. Aboriginal and Torres Strait Islander peoples today

Castan, M. Explainer: what Indigenous constitutional recognition means. The Conversation. Retrieved from <https://theconversation.com/explainer-what-indigenous-constitutional-recognition-means-31770>

Dawson, Peter. On self-determination and constitutional recognition [online]. *Indigenous Law Bulletin*, 8(16). 3-6.

Share our Pride. (2016). Beyond the Myths. Retrieved from <http://www.shareourpride.org.au/sections/beyond-the-myths/>

Assignments

Course Requirements	Percentages
1. Ancient History Case Study (1,500 words)	20%
2. Critical Review (1,500 words)	20%
3. Research Essay (2,500 words)	40%
4. Participation & Class Discussion	20%
Total	100%



Ancient History Case Study (1,500 words)

Choose two examples to illustrate the possibilities and challenges of studying the ancient human pasts of Australia and the United States. What political and cultural imperatives and sensitivities might accompany such investigations from both Indigenous and non-Indigenous perspectives?

Critical Review (1,500 words)

The purpose of this task is to critically analyse representations of Indigenous and non-Indigenous Australians in visual texts. Select a film, animation, television show/series or documentary that represents an aspect of Indigenous Australia and critically analyse it in the form of a review. The text could be from Indigenous or non-Indigenous perspectives. Draw on your understanding from the course, further research and your own critical interpretation based on the questions below.

Use the following questions to stimulate critical thinking about the text:

- Does it have an Indigenous or non-Indigenous director/team?
- How does the text construct or depict culture?
- Whose views are privileged and/or excluded?
- What sorts of worldviews are represented? What sorts of social realities are represented?
- How does the text construct a version of reality or a particular worldview?
- How is the viewer positioned in relation to the text? How does the text encourage the viewer to make meaning?
- What or who is missing from the text? What has been left out or not raised by the text?
- How might the viewer's worldview, or your own worldview, influence how the text is read or interpreted? What different interpretations of the text are possible? How might interpretations change over time?

Example texts:

- See lists at <https://www.creativespirits.info/resources/movies/>
- See the Indigenous television channel NITV: <http://www.sbs.com.au/nitv/>
- See Australian Screen Indigenous Film and television archive: <http://aso.gov.au/titles/indigenous/written-directed/>
<http://aso.gov.au/titles/indigenous/by-non-indigenous/>

Films:

- *Mad Bastards* (2011)
- *Jedda* (1955)
- *Crocodile Dreaming* (2007)
- *Mabo* (2012)
- *One Night the Moon* (2001)
- *Samson and Delilah* (2009)
- *Jasper Jones* (2017)
- *Harry's War* (1999)



- *Bran Nue Day* (2010)
- *Backroads* (1977)
- *The Chant of Jimmy Blacksmith* (1978)
- *Rabbitproof Fence* (2002)
- *Ten Canoes* (2006)
- *The Secret River* (2015)
- *The Sapphires* (2012)
- *Babakiueria - "Barbeque Area"* (1986)
- *The Tracker* (2002)
- *Mystery Road* (2013)
- *Sweet Country* (2017)
- *High Ground* (2020)
- *Top End Wedding* (2019)

Television episodes/series:

- *First Contact* (SBS, 2016)
- *Redfern Now* (ABC, 2012, 2015)
- *Black Comedy* (ABC, 2014, 2016)
- *Cleverman* (ABC, 2016)
- *The Circuit* (ABC, 2007)

Animations:

- *The Dreaming series* (2010)
- *Dust Echoes: Ancient Stories, New Voices* (2007)
- *The Sapphires* (2017)
- *Monash Country Lines Archive* (2016)

Documentaries:

- *Message from Mungo* (2015)
- *Black Chicks Talking* (2002)
- *Jandamara's War* (2011)
- *Men Don't Cry* (2015)
- *Vote Yes for Aborigines* (2007)
- *My Survival as an Aboriginal* (1978)
- *First Australians* (2008)
- *Bush Mechanics* (2013)
- *Freedom Rides 40 years on* (2011)
- *Island Home Country* (2008)
- *Utopia* (2013)
- *Black Man's Houses* (1992)
- *The Australian Dream* (2019)
- *The Final Quarter* (2019)



	<p>Research Essay (2,500 words) Select one of the following essay topics or negotiate your own topic with your teacher:</p> <ul style="list-style-type: none"> • How do studies of ancient pasts challenge mythologies of “young” countries such as Australia and the United States? Are “full” histories possible and desirable? • What role did the Enlightenment play in the conquest of Australia and north America and to what extent has this been critically reevaluated into the present day? • What is “the gap” and can it be closed? • To what extent did representations of Indigeneity at the Sydney 2000 Olympics accurately reflect the political realities of the time? • What is coloniality and to what extent has it been overcome in Australia and the United States? • Can Indigenous epistemologies be successfully incorporated in Australian classrooms and why might the inclusion of such approaches be important? • Analyse the arts practice and public reception of an Indigenous artist (visual, musical or other) to evaluate the cultural context in which they work. • How do the people of the Torres Strait Islands reinforce and/or challenge notions of Australian identity? • What does the story of Coranderrk tell us about Aboriginal people as agents of history? • Should the Batman deed and subsequent Bourke proclamation be considered founding documents of Australia? Why or why not? • In Australian and American contexts, what was the colonial gaze and what were its blind-spots? <p>Participation & Class Discussion Participation & class discussion are not just about talking, giving opinions or exercising critical capacities. They should also involve giving evidence of reading either the material assigned or other sources relevant to the subject matter.</p>							
<p>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="423 1446 1425 1864"> <thead> <tr> <th data-bbox="423 1446 922 1560">Learning Outcomes</th> <th data-bbox="922 1446 1425 1560">Course Requirement that will be used to assess the student’s achievement of this outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1560 922 1766">Demonstrate an understanding of the complex characteristics of Australia’s ancient past, ongoing civilization, culture contact, cultural diversity and questions of social justice.</td> <td data-bbox="922 1560 1425 1766">Ancient History Case Study; Participation & Class Discussion</td> </tr> <tr> <td data-bbox="423 1766 922 1864">Demonstrate an understanding of the ongoing legacy of colonialism in</td> <td data-bbox="922 1766 1425 1864">Critical Review; Research Essay;</td> </tr> </tbody> </table>		Learning Outcomes	Course Requirement that will be used to assess the student’s achievement of this outcome	Demonstrate an understanding of the complex characteristics of Australia’s ancient past, ongoing civilization, culture contact, cultural diversity and questions of social justice.	Ancient History Case Study; Participation & Class Discussion	Demonstrate an understanding of the ongoing legacy of colonialism in	Critical Review; Research Essay;
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	contemporary Australia and develop arguments supported by a range of literature and evidence.	Participation & Class Discussion
	Demonstrate critical thinking skills through analysis of historical and contemporary issues using different theoretical lenses and epistemologies.	Ancient History Case Study; Critical Review; Research Essay; Participation & Class Discussion
	Demonstrate critical thinking skills by comparing and contrasting first nations experiences, legacies and achievements in Australia and the US, evaluating evidence, incorporating ethical dimensions, and by analyzing continuity and change.	Ancient History Case Study; Critical Review; Research Essay; Participation & Class Discussion
Course Outline:	Session Topic	
	Session 1	First Contact <ul style="list-style-type: none"> Exploring the many number of visitors before 1770 that would visit the foreign content that would later be known as Australia. Long before the British arrived and James Cook put claim to the continent for the Crown in 1770 at Possession Island in the Torres Strait, there existed long trade links with the Macassan traders and the Papuans. Visitors from modern-day Indonesia and Papua New Guinea had been visiting and trading with people in northern Australia and the Torres Strait Islander for hundreds of years and dugout canoes were traded from the Sepik River to the Torres Strait Islands for generations before Cook's arrival Exploring the encounters with Dutch seafarers who mapped parts of Australia, Portuguese sailors claimed they knew about the continent and explorer Luis Vaz de Torres, a Spanish maritime explorer who is noted for the first recorded European navigation of Zenadth Kes, the Strait which separates the continent of Australia from the island of New Guinea. These collections of islands are now named after the Spanish maritime explorer. Australian and American settlements compared
	Session 2	The World's Oldest Civilisation <ul style="list-style-type: none"> Aboriginal culture is now being acknowledged and regarded as the world's oldest continuing surviving culture with



		<p>numerous significant archaeological sites uncovering stone technology and paintings with ochre pigments using carbon-dating technology dating these sites to at least 60,000 years ago.</p> <ul style="list-style-type: none"> ● Richness and diversity of Aboriginal life ● Culture, society, kinship ● Myths of the 'hunter gatherers' ● The Dreaming and the complex knowledges and epistemologies of Country ● Northern exposure: regional culture contact and exchange between 'Australia,' 'Asia' and 'Melanesia' ● Similarities and difference between Australian and American deep histories <p>Field study options include: visit to Cadi Jam Ora - First Encounters Garden at Sydney Botanical Gardens (Aboriginal Bush Foods Experience); cultural program at Muru Mittigar Cultural Center; Aboriginal Heritage Walk at Ku-ring-gai Chase National Park; or guided tour of Aboriginal Sydney (Rocks Dreaming Tour) with Aunty Margaret Campbell; La Perouse First Contact Tour at La Perouse area in Kamay Botany Bay National Park; Barangaroo Reserve Aboriginal Cultural Tour.</p>	
	<p>Session 3</p>	<p>Invasion or Settlement</p> <ul style="list-style-type: none"> ● Explore how the Doctrine of Discovery was used at the time as a tool under international law to give the British their perceived right to take the land of Indigenous peoples around the globe. ● European forays solidified ● The British colony at Sydney Cove was the first of many with new colonies being birthed across the continent. ● The colonial gaze: land, people, environment ● The colonial frontier: conflicting worldviews, zones of interaction and accommodation ● Founding documents: Batman's deed and Bourke's proclamation ● Survival and the urban frontier ● Australian and American debates about colonial right compared 	
	<p>Session 4</p>	<p>Containment</p>	



		<ul style="list-style-type: none">• Early attempts at assimilation with the establishment of the Native Institution, the first school for Aboriginal children at Parramatta and later another school at Blacktown.• The Stolen Generations, missions and reserves and the policy of forcibly removing Indigenous children – Case Studies: Cootamundra Girls Home and Kinchela Boys Home.• The establishment of missions, stations and reserves.• Colonial control – forced labour and stolen wages.• Resistance and revival: Coranderrk• Tom Wills and marn-grook: A game of (their) own• Australia and USA compared
	Session 5	Citizenship <ul style="list-style-type: none">• 20th century policies context• Exclusion to Assimilation to self-determination• Activism and agency from William Cooper, to Vincent Lingiari to Charlie Perkins• Civil rights and the 1967 Referendum• Treaty yeah?• Recasting colonial relationships in Australia and USA
	Session 6	The Torres Strait Islands <ul style="list-style-type: none">• Exploring the deep history of the Torres Strait also known as Zenadh Kes. The Torres Strait region is located between the tip of Cape York and Papua New Guinea and is made up of over two hundred islands.• Eddie Koiki Mabo and the Mabo Case, which was a significant legal case in Australia which began in 1982 that recognised the land rights of the Meriam people, traditional owners of the Murray Islands in the Torres Strait. The Mabo Case was successful in overturning the myth that at the time of colonisation Australia was ‘terra nullius’ or land belonging to no one. The High Court recognised the fact that Indigenous peoples had lived in Australia for thousands of years and enjoyed rights to their land according to their own laws and customs.• Treaties and land rights in Australia and USA
	Session 7	The Arts: artists, film, theatre, television and radio <p>Indigenous culture has a long connection of storytelling and the transition to use net methods and technologies to tell stories has seen huge success. Indigenous storytellers widely use humour as well as tragedy and Indigenous Australia has produced an array of</p>



		<p>talented actions, producers, writers, actors directions. We look at some of the iconic successful Indigenous film such as Jedda (1955), Walkabout (1971), The Last Wave (1977), Babakiueria (1986), Yolngu Boy (2001), Rabbit Proof Fence (2002), Ten Canoes (2006) & Samson and Delilah (2009), The Sapphires (2012) & Top End Wedding (2019).</p> <ul style="list-style-type: none"> • Albert Namatjira, Papunya and Rover Thomas • Jimmy Little and Biggs • Black Comedy • Australia and USA compared <p>Option for excursion includes Yiribana Gallery at Art Gallery of NSW; Redfern street art and gallery walking tour; attend Bangara Dance Company show. In recent times we have seen the birth of Indigenous media organisations such as National Indigenous Television (NITV) and the National Indigenous Radio Service (NIRS) that is Indigenous controlled media.</p> <p>Options for excursion include Yiribana Gallery at Art Gallery of NSW; Redfern street art and gallery walking tour; attend Bangara Dance Theatre show; visit Broлга Dance Academy in Redfern.</p>	
	<p>Session 8</p>	<p>Sport</p> <ul style="list-style-type: none"> • Traditional Indigenous games such as Marngrook (a type of football) and coreeda a game that is a combination of wrestling and dance. • The first Indigenous cricket team that toured England in 1896. • Marngrook, Nicky Winmar and Adam Goodes • Jimmy Sharman's boxers to Lionel Rose • Cathy Freeman and Olympian hypocrisies • Sport and race in Australia and USA compared • Black Gold and Black Pearls: The Aboriginal and Islander Sports Hall of Fame. <p>Options for excursion: Guest speaker present at the National Centre of Indigenous Excellence in Redfern – View the Indigenous Olympians Hall of Fame at NCIE.</p>	
	<p>Session 9</p>	<p>Language</p> <ul style="list-style-type: none"> • Postcolonialism • Language revival • Australian and USA compared • Guest speaker and language lesson or online language tutorial <p>Online language tutorial could include guest speaker Indigenous</p>	



		language teacher from Muurrbay Aboriginal Language and Culture Co-operative.
	Session 10	<p>Aboriginal and Torres Strait Islander peoples today</p> <ul style="list-style-type: none"> ● National profile and experience ● Closing the Gap. What is the Gap? ● Constitutional recognition. Uluru Statement from the Heart. ● The complexities surrounding defining who is an Indigenous person today. ● The future?
Other Policies:	<p>Expectations Professional behaviour is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behaviour and extends to all communications, including e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorised by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>	



	<p>Title IX Statement</p> <p>Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.</p> <p>Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at https://www.arcadia.edu/university/policies-guidelines/title-ix.</p>
Prerequisites:	None.