



CIEE Global Institute – Sydney

Course name:	First Nations and Post-Colonial Governance
Course number:	POLI 3101 SYAU
Programs offering course:	Open Campus
Open Campus Track:	International Relations & Political Science
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Over the last century, there have been significant changes in the policy relationship between governments and Aboriginal and Torres Strait Islanders Peoples, yet there is still significant work to be done in the move towards true reconciliation. In this course, students will investigate the impact of Imperialist ideology on the displacement of Indigenous Australians, and the dismissal of Customary Law. The omission of Indigenous peoples within the constitution will be considered in terms of legal implications and consequential effects of marginalization, dispossession, and social breakdown. Students will critically appraise government policies of ‘protection’, ‘segregation’ and ‘assimilation’, considering them within the historical context of the time. The far-reaching impacts and intergenerational trauma resulting from the operation of these policies will be reviewed, with particular emphasis given to the ‘stolen generations’. The evolving ethical discourse of the mid 20th century gave rise to global social activism, the recognition of the rights of First Nations peoples being one of these. Students will investigate the role of the Freedom Rides, the impact of the media and the actions of key Indigenous figures in raising public awareness of inadequate life outcome indicators for Aboriginal and Torres Strait Islanders. Changes delivered by key legislation for the 1960’s onwards will be considered in terms of improving these life outcome indicators. The historic ‘Sorry Speech’ by the then Prime Minister will be debated in reference to the seven targets generated by the Closing the Gap Report. The need to increase working partnerships with Aboriginal and Torres Strait Islander peoples in terms of policy development and application, and the increased application of Customary Law will also be debated. Students will participate in a cultural excursion to Muru Mittigar Aboriginal Cultural and Education Centre and undertake a guided walking tour through Sydney, identifying places of historical significance in the Civil Rights movement for Aboriginal and Torres Strait Islander Peoples.

Learning Objectives

By completing this course, students will



- Critically appraise world-views of colonial settlement and consider impacts on upon First Nations Peoples.
- Examine key legislation impacting upon First Nations Peoples historically, and in the present.
- Appraise the success of current policy documents seeking to promote the self-determination of First Nations Peoples.
- Assemble a contemporary multimedia to present summated findings from research into Indigenous civil rights in Australia.

Course Prerequisites

Students should have completed a level 2000 course in International Relations, Political Science, or History.

Methods of Instruction

The course will be taught using lectures, seminars, case study discussions, a group presentation, as well as field trips to local venues or organisations. Classroom activities will involve group work and critical discussion groups considering and discussing key debates relating to First Nations Peoples' movement towards self-realization. Students will be expected to carry out a field observation task and present their findings to the class for discussion. Invited guest speakers will add to the learning objectives of this course.

Assessment and Final Grade

1. Reflective Vignette	20%
2. Significant Person Profile	15%
3. Online Community Forum	20%
4. Final Report	25%
5. Class Participation	20%
TOTAL:	100%

Course Requirements

Reflective Vignette

Students will be required to document their personal response to the content they engage with over the first two weeks through TWO individual self-reflective online vignettes. Each vignette

will be 550–words with a total of 1100–words exactly for this task. Each response is to be accompanied by FOUR labelled images from primary sources accessed at the NSW State Library Archives. Students are to consider the following questions when generating each response:

- How do you feel the actions of colonists were informed by their social and cultural worldviews? How were these represented and why do you think this was so?
- What do you believe to be one difference in outcomes for First Nations Peoples between nations with and without treaty documents?
- What have you found to be the most misrepresented information about First Nations People addressed?
- What has changed now as we look back at these events with today's perspectives?

A student will be graded on their ability to correlate various viewpoints, elaborate on the themes and issues discussed in the classes and supporting views by correlating primary artefacts to illustrate points made. The reflections will also be grade on the student's skill in supporting their ideas with the overarching themes and issues discussed in class and highlighted in the course readings. Further details about the online submission method will be explained during the course.

Significant Person Case Study

The life and work of one significant Aboriginal community member is to be profiled. The historical and legal context of the individual's work is to be detailed. The nature of their work is to be explored and outcomes from their efforts critically appraised. This report is to be 1200–words in length, and must be supported by at least FIVE scholarly sources.

Online Community Forum

Students will compose a 4–minute personal response to their immersive co-curricular activities at Murru Mittigar Aboriginal Cultural and Education Centre and the Barani walking tour using the video discussion platform FlipGrid. The response will convey the student's understanding of Aboriginal and Torres Strait Islanders' histories and culture. The original data will be captured by the students during the two assigned co-curricular activities aforementioned. The personal response will be graded on a student's ability to respond to the experiences personally, intellectually respond to concepts and ideas expressed by their colleagues that draws on the concepts and challenges highlighted in the classes and the course readings

Students will then select TWO responses from TWO different colleagues' reflections and rejoin their FlipGrid conversation as an act of responding to their ideas. Each response will use the FlipGrid Platform and be 2–minutes in duration. The retorts will be graded on a student's ability to contribute to the ideas their colleague has chosen to highlight and explore by drawing on the concepts discussed in class and highlighted in the course readings. Modelling of this peer collaborative space will be explored during the course class work.



Final Report

The final research report will be 2000-words and be supported by FIVE scholarly sources. Drawing on course content, students are to individually research significant issues for First Nations Peoples and provide an in-depth analysis with specific reference to *The United Nations Declaration on the Rights of Indigenous Peoples*. The report will also examine the movements in Australia through treaty and directives for reconciliation. The following three aspects must be included in the report:

- Traditional Indigenous governance structures.
- Effect of colonisation upon aspects of First Nations Peoples' self-determination.
- Legal developments, directives and policies for working towards reconciliation.

Participation

Participation is valued as meaningful contribution to tangible learning, utilizing resources and materials as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), and attentiveness during immersive field-site experiences.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, punctuality is critical to professional engagement in your studies. Students will be marked absent when late by 15-minutes or longer. Attendance policies also apply to any required co-curricular class excursion or event, as well as Internship, Service Learning or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate. Students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1

Class 1:1

Orientation Week

First Nations Peoples Following Colonization

This lecture will provide an overview of evidenced impacts of forced resettlement, dispossession, loss of culture and decreased self-actualization. Discussions regarding the movement for Aboriginal Treaty and National Sorry Day are introduced and the processes undertaken in the Australian context towards that movement. The famous Australian Government ‘Sorry Speech’ by the then Prime Minister Kevin Rudd is unpacked. Comparative analyses of outcomes for key First Nations Peoples will be conducted and obstructions to the key reforms in the International Covenant are discussed. By the end of this lecture students will have a broad overarching framework for the elaboration that will be undertaken in this course and make comparisons to the struggles and obstructions of the work to equity for first nations peoples in other countries from Socio-cultural theory.

Readings:

United Nations General Assembly. (1966). *International Covenant on Civil and Political Rights* Geneva, Switzerland: United Nations.

Australian Government Sorry Speech accessed at:

<https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples>

Week 2

Class 2:1

Cultural Equality for First Nations Peoples in Diverse Nations

In this class, students will explore the pivotal role of international legal frameworks in the promotion of human rights for Indigenous peoples through the critical analysis of key documents, including:

- The United Nations Declaration on the Rights of Indigenous Peoples,
- The Covenant on Economic, Social and Cultural Rights, and
- The International Covenant on Civil and Political Rights.

Reading:

United Nations General Assembly. (2008). *The United Nations Declaration on the Rights Indigenous Peoples: Resolution adopted by the General Assembly*. Geneva, Switzerland: United Nations.

(or http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf).

Class 2:2

Legal Structures and Policies

This class contributes to students' knowledge about the legal structures in place to recognise, support and protect the rights of Indigenous peoples. Selected Native Title Treaty agreements will be compared with other global legislation in terms of promoting self-governance of Indigenous peoples, namely:

- The Numbered Treaties (Canada),
- The Treaty of Waitangi (New Zealand) and,
- The Native Title Act (Australia).

The need to increase working partnerships with Aboriginal and Torres Strait Islander peoples in terms of policy development and application and the increased application of Customary Law will also be debated.

Resources for exploration in the workshop:

Waitangi Treaty:

http://archives.govt.nz/sites/default/files/users/carterba/te_tiriti_o_waitangi-ebook.pdf

<http://archives.govt.nz/provenance-of-power/te-tiriti-o-waitangi/view-te-tiriti-o-waitangi-online>

Transcripts of the Numbered Treaties (Canada) can be found at:

<http://www.aadnc-aandc.gc.ca/eng/1370373165583/1370373202340>

Australian Government (1993). *The Native Title Act*.

Retrieved <https://www.legislation.gov.au/Details/C2017C00178> , August 2018.

Reading:

O’Kane, M.P. (2017). How Kinship Structures have been adapted to allow continued Descent of Rights and Interests in North-Western Victoria, *Australian Aboriginal Studies* (2) pp 2-13.

Class 2:3

Timeless Connection to Country

The class will begin by introducing students to significant Aboriginal places and the current areas which promote and offer to share Aboriginal cultural heritage. Students will then undertake an immersive learning experience at Muru Mittigar Aboriginal Cultural and Education Centre which is located at Rouse Hill, Sydney. This **co-curricular activity** offers knowledge about the rich cultural heritage of Australia’s Aboriginal Durag peoples.

Reading:

<https://historyofaboriginalsydney.edu.au>

Due Date for Submission of Reflective Vignette # 1

Week 3

Class 3:1

Australian Colonial Era Governance Pre and Post 1960’s

The ideologies of colonial settlers in the late 18th century determined many of their interactions with Aboriginal and Torres Strait Islanders. This class will explore how these legal and ethical viewpoints led to tragic outcomes for Indigenous Australians. The intergenerational impacts of later governmental policies including ‘protectionism’, ‘segregation’ and ‘assimilation’ will be critically reviewed.

Reading:

Maynard, J. (2005). In the Interests of Our People: The influence of Garveyism on the Rise of Australian Aboriginal Political Activism. *Aboriginal History*, 29, pp1-22.

Class 3:2

Growing Social and Political movements in Post-colonial Australia

The mid 20th century saw the growth in recognition of Aboriginal and Torres Strait Islanders' rights within the social, economic and political spheres of Australia. This class will allow students to become familiar with significant social movements, key players, law making, policy creation and operational practices which contributed to a growing recognition of Australia's Indigenous peoples.

Reading:

<http://www.sydneybarani.com.au/sites/government-policy-in-relation-to-aboriginal-people/>

Class 3:3

Representation of Social-cultural Movements in the Media

The Australian media had a significant role to play in the dissemination of information during the civil rights movement of the 1960's. A growing sense of social justice was bolstered by several grass-roots organizations, which developed awareness amongst the wider public, and led to significant gains in constitutional amendment and anti-discrimination laws. In this workshop, students will appraise these developments and make comparison to similar movements around the world. The Australian Aboriginal Referendum and the referendum campaign will be overviewed in terms of comparing with other nations in terms of their inclusion of First Nations People in the constitution and developing policies for Native Title. Students also look at the cultural movement by exploring and analyzing the collection of films, photographs, video and audio recordings regarding the Freedom Ride Movement on the 1960s (The Australian Institute of Aboriginal and Torres Strait Islander Studies access at <https://aiatsis.gov.au/exhibitions/1965-freedom-ride>).

Feedback from the Reflective Vignette #1 provided and discussed.

Reading:

Australian Bureau of Statistics:

<http://www.abs.gov.au/Ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article12004?opendocument&tabname=Summary&prodno=1301.0&issue=2004&num&view>

Resource for tutor:

Bauman, T., Strelein, L.M. and Weir, J.K. (2013), Navigating Complexity: Living with Native Title, pp.1-26.in Bauman, T, Strelein, LM and Weir, JK., *Living with Native Title: The Experiences of Registered Native Title Corporations*, AIATSIS Research Publication: Canberra.

Week 4

Class 4:1

First Nations Peoples' Self-Governance Local and Global Perspectives

This class will explore the foundations of selected government policy and analyse targeted case studies. The lecture will foreground the general raised consciousness about the rights of the world's Indigenous peoples and the influence these concerns have had on government policy directives to promote the self-governance of First Nations Peoples. The complexities of authorizing claims and the agreement-making process are also discussed.

Reading:

Duff, N. (2017). *Authorization and decision-making in Native Title*. Australian Institute of Aboriginal and Torres Strait Islander Studies: Australia.

Class 4:2

Moving to and Beyond Reconciliation

Students will be able to discuss the developments towards reconciliation and the consideration opportunities for application of customary law in the legal setting to improve outcomes for indigenous Australians. The movement away from policies of 'assimilation' and 'integration' to a movement for policies based on 'self-management' or 'self-determination' at the federal level is discussed. The varying degrees also at State and Territory level will be compare and assessed with hypotheses regarding the reasons for these variances.

Resource for tutor:

NSW Government. (1986). *NSW Law Reform Commission REPORT 31*. Retrieved from: <https://www.alrc.gov.au/publications/report-31>

Reading:



Saulnier, K (2014). *Aboriginal Self-Determination: A Comparative Study of New Zealand, Australia, and the United States*. ISID Aboriginal Policy Study Paper (6).

Class 4:3 Significant Historic Features in the City of Sydney

The class commences by discussing the Central Business District of Sydney and surrounds using interactive mapping. Historic importance and features of the sites in relation to the civil rights movements pertaining to Australia's Indigenous peoples are overviewed. Students are required to peruse the map depicting these key sites. After an exploration of the information on the Barani website students select FIVE sites to visit as part of a **co-curricular activity** and plan their walking tour. Students will gather relevant data in order to fulfill assessment three requirements.

Reading:

<http://www.sydneybarani.com.au/maps/>

Due Date for Submission of the Self-Reflective Vignette #2

Week 5

Class 5:1 Contemporary Indigenous Issues in the Australian Landscape

Prior to attending the class students will view the film 'Rabbit Proof Fence' as a co-curricular activity. The class will then be focused on an open debate that involves the students in considering the impact of the Stolen Generation on Aboriginal and Torres Strait Islanders Peoples and Histories. The historical footnote that comes at the end of the film is then debated amongst the group. A comparative matrix between this context and that of their home country is then constructed collaboratively.

Reading:

Viewing the Film: Rabbit Proof Fence (2002)

Class 5:2 Significant Aboriginal Peoples

This workshop focuses on significant Aboriginal Elders and their work on Country. The life of David Gililpil is discussed. Students select an area for research across the fields of either music, public service, artists, sportspersons, authors to research.

Reading:

Phillips, M., & Osmond, G. (2018). Australian Indigenous Sport Historiography: A Review, *Kinesiology Review* (7), pp193-198.

Class 5:3 Ongoing Post-Colonial Challenges

Students will engage in analysing metadata across the PISA, National Assessment and Australian Bureau of Statistics in terms of Aboriginal educational achievement. This will be compared with statistical patterns from other countries and comparative patterns of issues and outcomes debated.

Reading:

Australian Human Rights Commission. (2018). *Close the Gap: Ten Year Review*. The Close the Gap Campaign Steering Committee: Australia.

Due Date for Submission of the Online Community Forum

Week 6

Class 6:1 Futures Focused Reset for First Nations Peoples

Strong responses to the United Nations Declaration on the Rights of Indigenous People have been evidenced around the world. There have been some significant improvements made in life outcomes for the First Peoples of the world, however, there are still much to be gained. In this class, students will consider the response governments, consider guidelines developed and analyse current data relating to key life outcome factors for First Nations Peoples in a comparative analysis.

Reading:

Hughes, K. and Smith, C. (2018). Unfiltering the settler colonial archive: Indigenous Community based photographers in Australia and the United States – Ngarrindjeri and Shinnocock Perspectives, *Australian Aboriginal Studies*, (1), pp. 2-18.

Class 6:2 Transnational Post-Colonialism Challenges

In this class, students will be engaged in debating the Australian Aboriginal and Torres Strait Islanders history within a transnational settler colonial context.

They will discuss findings from the Oxfam funded report into the national COAG 'Close the Gap' strategy and draw on their developed knowledge over the course to contribute actively to the discussion. Students will also reflect on the five major findings in this report and the factors impacting on why Australian governments have not yet succeeded in closing the health, economic and educational gaps for First Nations Peoples this far out from the impacts and effects of colonization.

Reading:

Plater, S., Mooney-Somers, J., Lander, J. and Barclay, L. (2017). Bulldust, Flat Tyres, and Roadkill: A disorderly Decolonising Fieldwork Journey through Remote Aboriginal and Torres Strait Islander Australia, *Australian Aboriginal Studies* (2), pp. 70–83.

Due Date for Submission of the Final Report

Course Materials

Readings

Australian Government (1993). *The Native Title Act*. Retrieved from

<https://www.legislation.gov.au/Details/C2017C00178> , August 2018.

Bauman, T., Strelein, L.M. and Weir, J.K. (2013), Navigating complexity: Living with Native Title, pp.1-26. in Bauman, T, Strelein, LM and Weir, JK., *Living with native title: the experiences of registered native title corporations*, AIATSIS Research Publication: Canberra.

Close the Gap Campaign Steering Committee. (2018). *A Ten Year Review: The Closing the Gap Strategy and Recommendations for Reset*. Close the Gap Campaign Steering Committee: Australia

Maynard, J. (2005). In the Interests of Our People: The influence of Garveyism on the Rise of Political Activism. *Aboriginal History*, 29, pp.1-22.

Hughes, K. and Smith, C. (2018). Unfiltering the settler colonial archive: Indigenous Community based photographers in Australia and the United States – Ngarrindjeri and Shinnocock Perspectives, *Australian Aboriginal Studies*, (1), pp. 2-18.

NSW Government. (1986). NSW Law Reform Commission REPORT 31. Retrieved from:

<https://www.alrc.gov.au/publications/report-31>

O’Kane, M.P. (2017). How Kinship Structures have been Adapted to Allow Continued Descent of Rights and Interests in North-Western Victoria, *Australian Aboriginal Studies* (2) pp 2 13.

Phillips, M., & Osmond, G. (2018). Australian Indigenous Sport Historiography: A Review, *Kinesiology Review* (7), pp. 193-198.



- Plater, S., Mooney-Somers, J., Lander, J. and Barclay, L. (2017). Bulldust, Flat Tyres, and Roadkill: A disorderly Decolonising Fieldwork Journey through Remote Aboriginal and Torres Strait Islander Australia, *Australian Aboriginal Studies* (2), pp. 70–83.
- Saulnier, K (2014). Aboriginal Self-Determination: A Comparative Study of New Zealand, Australia and the United States. ISID Aboriginal Policy Study Paper (6).
- United Nations General Assembly. (2008). *The United Nations Declaration on the Rights Indigenous Peoples: Resolution adopted by the General Assembly*. Geneva, Switzerland: United Nations.
- United Nations General Assembly. (1966). *International Covenant on Civil and Political Rights*. Geneva, Switzerland: United Nations.

Online Resources

- <https://aiatsis.gov.au/exhibitions/1965-freedom-ride>
- <https://aiatsis.gov.au/publications/products/aiatsis-position-proposal-constitutional-recognition>
- <https://historyofaboriginalsydney.edu.au>
- <https://www.legislation.gov.au/Details/C2017C00178>
- <https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf>
- <https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
- https://www.referendumcouncil.org.au/sites/default/files/201707/Report%20to%20the%20Referendum%20Council-%20First%20Nations%20Voice%20Design%20Report_0.pdf
- <https://www.smh.com.au/politics/federal/why-new-zealands-maori-got-a-treaty-and-australias-indigenous-peoples-didnt-20170601-gwhysd.html>
- <http://archives.govt.nz/provenance-of-power/te-tiriti-o-waitangi/view-te-tiriti-o-waitangi-online>
- http://archives.govt.nz/sites/default/files/users/carterba/te_tiriti_o_waitangi-ebook.pdf
- <http://www.aadnc-aandc.gc.ca/eng/1370373165583/1370373202340>
- <http://www.abs.gov.au/Ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article12004?opendocument&tabname=Summary&prodno=1301.0&issue=2004&num&view>
- https://www.mcgill.ca/isid/files/isid/pb_2013_03_kalman.pdf
- <http://www.sydneybarani.com.au/maps/>
- <http://www.sydneybarani.com.au/sites/government-policy-in-relation-to-aboriginal-people/>
- http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf