

## ABOR3380: Human Rights and the World's Indigenous Communities

Online

Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

Examines Aboriginal Australia's responses to, and use of, international treaty monitoring bodies and agencies as well as the treaties themselves. It offers an insight into the role of such bodies in the effective delivery of social justice for Aboriginal Australians and examines some of the key issues identified by Indigenous peoples globally as significant factors in the delivery of social justice and human rights.

### Assumed Knowledge

Students need an understanding of Aboriginal society and culture equivalent to ABOR1210/ABOR1110, ABOR1220/ABOR1330, ABOR2100/ABOR2230, ABOR2110/ABOR2240 and ABOR3010/ABOR3120. Students will also be required to have study/experience equivalent to ABOR2380 and ABOR2390.

### Contact Hours

#### Online Lecture

Online  
1 hour(s) per Week for Full Term

#### Tutorial

Online  
2 hour(s) per Week for 12 Weeks starting Week 2

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

# COURSE OUTLINE

# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> <b>Dr Shirley Clifton</b> Consultation: Please email to arrange a time for a face to face or Zoom appointment.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>Wollotuka School of Aboriginal Studies</b> Birabahn Building Callaghan wollotuka@newcastle.edu.au +61 2 4921 6863

# SYLLABUS

<b>Course Content</b>	<p>The course will explore Indigenous communities worldwide &amp; their use of human rights instruments. The following will be considered:</p> <ul style="list-style-type: none"><li>• International human rights bodies of relevance to Indigenous peoples;</li><li>• International human rights instruments of relevance to Indigenous peoples; ILO Convention 169 and the draft Declaration on Indigenous Peoples Rights.</li><li>• The role of non-Government organisations.</li><li>• Australian Aboriginal peoples and the United Nations.</li><li>• Indigenous peoples use of the international arena; international case studies</li><li>• Response to treaty crisis.</li><li>• Protection of Intellectual and Cultural Property Rights.</li><li>• Biodiversity and biotechnology.</li><li>• Ethics.</li><li>• Self-determination.</li><li>• Racism.</li><li>• Globalisation.</li></ul>
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<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Empower the voices and experiences of Indigenous peoples;</li><li>2. Critically analyse the role of international treaty bodies and agencies such as the United Nations, in the delivery of social justice to Aboriginal Australians;</li><li>3. Develop an understanding of the significance of the treaty debate and the impact of this on social justice for Aboriginal Australians;</li><li>4. Gain an insight into Indigenous responses to and use of international treaties and monitoring bodies;</li><li>5. Develop an understanding of the significance of the debate surrounding the issues of biodiversity and biotechnology, ethics and self-determination.</li><li>6. Explore concepts of group dynamics.</li></ol>
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<b>Course Materials</b>	<p><b>Required Reading:</b> There are no formal textbooks assigned for this course, but there are required readings, viewings, and additional material to review each week listed in the Module areas on Canvas as we progress through the course.</p> <p><b>Recommended Reading:</b> There are also other reading, viewing, policy, learning system, software, and knowledge requirements expected to be met. Additional helpful readings, videos and resources may be suggested at different stages of the course and detailed via Canvas online content, email, announcements, or discussions. You will be expected to seek out other relevant books, journals, reports, guides, sites, creative works, communication techniques, archival materials, and resources to support your own research in this course.</p>
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# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Introduction & Course Overview	Lecture, Readings & Discussion Forum	
2	24 Jul	International Human Rights Instruments	Lecture, Readings & Discussion Forum	<b>Assessment 1 (Part 1)</b> <b>Collaborative Talking Circle</b> 1000 words (comprising 4 x 250 words) across weeks 2-12  <b>Assessment 3 Groups Allocated</b>
3	31 Jul	International Human Rights Bodies	Lecture, Readings & Discussion Forum	
4	7 Aug	Roles of Non- Government Organisations	Lecture, Readings & Discussion Forum	
5	14 Aug	Globalisation	Lecture, Readings & Discussion Forum	
6	21 Aug	Australian Aboriginal Peoples and the United Nations	Lecture, Readings & Discussion Forum	
7	28 Aug	Response to the Treaty Crisis	Lecture, Readings & Discussion Forum	
8	4 Sep	Protection of Intellectual and Cultural Property Rights	Lecture, Readings & Discussion Forum	<b>Assessment 3</b> <b>Group Project</b> (1000 words each) <b>Friday, September 08</b>
9	11 Sep	Self Determination	Lecture, Readings & Discussion Forum	
10	18 Sep	Ethical Dilemmas	Lecture, Readings & Discussion Forum	
<b>Mid Semester Break</b>				
11	9 Oct	Human Rights and the Sustainable Development Goals	Lecture, Readings & Discussion Forum	<b>Assessment 1 (Part 2)</b> <b>Collaborative Talking Circle</b> (500-word <b>Podcast</b> ) <b>Friday, October 13</b>
12	16 Oct	Course Recap: Human Rights& Indigenous Peoples	Lecture, Readings & Discussion Forum	
13	23 Oct			<b>Assessment 2</b> <b>Case Scenario</b> (2000 words) <b>Friday, 03 November</b>
<b>Examination Period</b>				
<b>Semester Break</b>				

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	<b>Collaborative Talking Circle</b>	Talking Circle entries are to be posted by the end of Sunday in the corresponding lecture weeks. Podcast upload Friday, October 13 11:59pm	Individual / Collaborative Participation	40%	2, 3, 4, 5
2	<b>Case Scenario</b>	Friday, November 3 - 11:59pm	Individual	40%	1, 2, 3, 4, 5
3	<b>Group Project</b>	Friday, September 8 - 11:59pm	Group	20%	1, 2, 3, 4, 5, 6

**Late Submissions** The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late.  
Note: this applies equally to week and weekend days.

## Assessment 1 - Collaborative Talking Circle

**Assessment Type** Presentation

**Description** The Collaborative Talking Circle assessment has two components:

**Part 1. 3 weekly posts in the Canvas Discussion Boards; and**

**Part 2. the recording of a short Podcast on the topic of your choice other than a topic already covered in an assessed post.**

The online Discussion forums and your responses to the lecture and tutorial materials aim to both develop your knowledge of local and global human rights issues of relevance to Indigenous peoples, and to help refine your critical analysis, constructive feedback, and writing skills. The Podcast aims to hone your research and communication skills. Contributions to the Discussion Forums should total around 1000 words in original posts and responses to others. Equivalent of 1500 words (Podcast 500 words equivalent; Discussion Forums 1000 words in total over the semester)

**Weighting** 40%

**Due Date** 4 Talking Circle entries. Three text-based posts are to be posted by the end of Sunday in the corresponding lecture weeks. Podcast upload Friday, October 13, 11:59pm

**Submission Method** Online via Canvas

**Assessment Criteria** Rubric and full assessment brief details available on Canvas

**Return Method** Online

**Feedback Provided** Online

## Assessment 2 - Case Scenario

**Assessment Type** Case Study / Problem Based Learning

**Description** **Present a case where a non-Australian Indigenous group has sought social justice through a struggle for their human rights.** Examine the case and present information on the nature of the issue, the human rights at risk and the actions taken in this struggle. If it is known, discuss the outcome of the struggle, or what is happening with the conflict currently.

Utilise a range of sources, including academic articles/book chapters; NGO and UN/International Organisational reports; government reports or statistics; media reports; and material produced and distributed by members the Indigenous community you have chosen. Make sure the voice of the community is included in your version of their story.

You may present your case study as an academic essay, a report, an in-depth media article, or a video documentary. Whichever format you choose, your research material must be fully

referenced, using either APA 7th referencing. If you choose to produce a video documentary, please provide a separate document with your references. Please reference every source you use, including visual images and sound files etc.

<b>Weighting</b>	40%
<b>Due Date</b>	Friday, November 3 - 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	Rubric and full assessment brief details available on Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 3 - Group Project

<b>Assessment Type</b>	Project
<b>Description</b>	<p><b>Student groups will examine an internationally based non-Government organisation (NGO) that work within the UN system.</b> When examining the NGO, you should investigate:</p> <ul style="list-style-type: none"><li>• The roles of this organisation and what the organisation does;</li><li>• How they involve themselves with the United Nations;</li><li>• Their involvement with Indigenous Peoples and the fight for human rights.</li></ul>

It is expected that an analysis of the Human Rights Organisation chosen will be undertaken through the lens of concepts from the course lectures and readings. The assignment will be presented in a format that would be appropriate for Human Rights Workers to read. Student Groups and submission format information will be detailed on Canvas and groups will be allocated in week 2.

<b>Weighting</b>	20%
<b>Due Date</b>	Friday, September 8 - 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	Rubric and full assessment brief details available on Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

<b>Communication Methods</b>	Communication methods used in this course include: Lecture, Canvas Discussion Board, Canvas Announcement, Email
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students at the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Coordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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