

## SOCA3850: Rage Against the Machine: Indigenous Activism, Ways of Life and the Future

Online

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

This course explores the contemporary social, cultural, economic and political situations of Indigenous peoples across the world. Students are introduced to definitions and parameters of 'Indigenous' peoples and their overlap with 'ethnic minorities' and the concept of 'fourth world nations'. Throughout the course, students will engage with case studies that illustrate Indigenous peoples' struggles, including battles over land/marine rights, co-existence with settler/migrant communities, independence and nationhood, and reclamation of pre-colonial political boundaries and entities. The course offers an anthropological exploration of indigeneity and ethnicity, and students are introduced to post-colonial and de-colonial theory. By investigating examples of 21st century land use struggles (e.g. Standing Rock, Adani Carmichael Mine, the Brazilian 'war of survival'), it places distinct emphasis on how contemporary challenges facing Indigenous peoples continue to relate to questions of land and land use.

### Academic Progress Requirements

Nil

### Assumed Knowledge

10 units of SOCA 1000 level courses or equivalent.

### Contact Hours

**Online Lectorial**  
Online  
2 hour(s) per week(s) for 12 week(s)

### 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

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Dr Fee Mozeley <a href="mailto:Fee.Mozeley@newcastle.edu.au">Fee.Mozeley@newcastle.edu.au</a> Consultation: Please email to arrange consultation appointments
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Humanities Creative Industries and Social Sciences</b> Social Sciences Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> +61 4985 4500

# SYLLABUS

<b>Course Content</b>	Course content includes the following major topics: <ol style="list-style-type: none"><li>1. Etic (outsider) and emic (insider) definitions of Indigenous peoples.</li><li>2. Indigenous peoples in minority and majority situations.</li><li>3. International organisations, agencies, and laws dealing with Indigenous peoples.</li><li>4. Struggles for custodianship and legal rights over natural resources, sovereignty, and nationhood.</li></ol>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Understand the different situations in which Indigenous peoples coexist with other, non-indigenous peoples in various states and societies.</li><li>2. Recognise the various international organisations, institutions, and legal mechanisms to advance the position of Indigenous peoples in various countries.</li><li>3. Articulate, in written and verbal forms, informed positions on different types of struggles that indigenous peoples are waging in the contemporary world.</li><li>4. Communicate research objectives and outcomes to a wide audience.</li><li>5. Apply constructive feedback and review in peer contexts.</li></ol>
<b>Course Materials</b>	All course materials will be available via the course Canvas site and the course FutureLearn platform.

# SCHEDULE

Week	Week Begins	Topic	Readings	Assessment Due
<b>Module 1: Indigeneity as a Global Concept</b>				
1	26 Feb	<b>In the First Place</b>	<p><b>Sissons G. 2009.</b> Indigenism. In <i>First Peoples. Indigenous Cultures and Their Futures</i>. London: Reaktion Books Ltd, pp. 7-36</p> <p><b>United Nations. 2008.</b> <i>Resource Kit on Indigenous People's Issues</i>. Department of Economic and Social Affairs, United Nations</p>	
2	4 Mar	<b>Europe and the People without History</b>	<p><b>Kauani JK. 2016.</b> 'A structure, not an event': settler colonialism and enduring indigeneity. <i>Emergent Critical Analytics for Alternative Humanities</i> 5(1)</p> <p><b>Harman K. 2018.</b> The demons of Van Dieman's Land: Britain's genocide in Tasmania. <i>The Conversation</i>, 20 January 2018</p>	
3	11 Mar	<b>We Must be Dreaming</b>	<p><b>Dhert DJB. 2018.</b> We must be dreaming. <i>Journal of Anthropological Films</i> 2(1) e1494.</p> <p><b>Christholm J. 2016.</b> Forced evictions and black indigenous land rights in the marvelous city. <i>Brasiliana – Journal for Brazilian Studies</i> 4(2): 513-549</p>	
<b>Module 2: Borderlands</b>				
4	18 Mar	<b>The Social Organisation of Cultural Difference</b>	<p><b>Eriksen TH. 1991.</b> Ethnicity versus nationalism. <i>Journal of Peace Research</i> 28(3): 263-278</p> <p><b>Turner T, Fajans-Turner V. 2006.</b> Political innovation and inter-ethnic alliance. Kayapo resistance to the developmentalist state. <i>Anthropology Today</i> 22(5): 3-10</p> <p><b>Paine R. 1985.</b> The claim of the Forth World. In J Brosted (Ed) <i>Native power: the Quest for Autonomy and Nationhood of Indigenous Peoples</i>, 49-63</p>	<b>Assessment 1: KWLS</b>
5	25 Mar	<b>Standing Rock</b>	<p><b>De Sousa Santos B. 2007.</b> Beyond abyssal thinking. From global lines to ecologies of knowledges. <i>Review</i>, XXX: 45-89</p>	<b>Assessment 1: Formative</b>

			<b>Whyte KP. 2017.</b> The Dakota Access Pipeline, environmental injustice, and U.S. colonialism. <i>Red Ink</i> , 19(1): 154-169	
6	1 Apr	<b>Storytelling</b>	<p><b>Chatwin B. 1987.</b> <i>The Songlines</i>, Penguin Vintage Classics pp.1-22</p> <p><b>Castellano MB. 2000.</b> Updating Aboriginal traditions of knowledge. In GJS Dei, BL Hall, DG Rosenberg <i>Indigenous Knowledges in Global Contexts. Multiple Readings of Our World</i>, Toronto: University of Toronto Press Inc. pp. 21-36</p>	<p><b>Assessment 1: Summative Due Date: 5 April 11:59pm</b></p> <p><b>Assessment 2: KWLS</b></p>
<b>Module 3: Resilience and Revitalisation</b>				
7	8 Apr	<b>Ways of Knowing</b>	<b>Nadasdy P. 2005.</b> Transcending the debate over the ecologically noble Indian: indigenous peoples and environmentalism. <i>Ethnohistory</i> 52(2): 291-331	
<b>Mid semester break 15 – 26 April</b>				
8	29 Apr	<b>Ways of Life</b>	<p><b>Buckley T. 1988.</b> Menstruation and the power of Yruok women. In T Buckley, A Gottlieb. <i>Blood Magic: The Anthology of Menstruation</i>, pp.187-209</p> <p><b>Turner T. 1991.</b> Representing, resisting, rethinking. Historical transformations of Kayapo culture and anthropological consciousness. In J Sissons (Ed). <i>Colonial Situations. Essays on the Contextualization of Ethnographic Knowledge</i>, Madison: University of Wisconsin Press, pp. 285-313.</p>	
9	6 May	<b>First Nations, Forth World</b>	<p><b>United Nations. 2008.</b> <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, United Nations.</p> <p><b>Barta T. 2008.</b> Sorry, and not sorry, in Australia: how the apology to the stolen generations buried a history of genocide. <i>Journal of Genocide Research</i>, 10(2): 201-214.</p>	<b>Assessment 2: Formative</b>
<b>Module 4: Beyond the Abyss</b>				
10	13 May	<b>Globalisation and Resistance</b>	<p><b>Nash, J. 2004.</b> The integration of indigenous people into civil society, in B Morris, R Bastin (Eds). <i>Expert Knowledge: first world peoples, consultancy, and anthropology</i>, pp. 43-55 New York: Berghahn Books.</p> <p><b>Stahler-Sholk, R. 2010.</b> The</p>	<p><b>Assessment 2: Summative Due Date: 17 May</b></p> <p><b>Assessment 3: KWLS</b></p>

			Zapatista social movement: innovation and sustainability. <i>Alternatives: Global, Local, Political</i> , 35: 269-290.	
11	20 May	<b>History Repeats Itself</b>	<b>Krenak A. 2020.</b> <i>Ideas to Postpone the End of the World</i> . Concord: House of Anansi press Ltd.	
12	27 May	<b>Indigeneity in the 21<sup>st</sup> Century</b>	<b>Pascoe B. 2018.</b> Introduction and Chapter 1, <i>Dark Emu. Aboriginal Australia and the Birth of Agriculture</i> . London: Scribe Publications  <b>Harris LD, Wasilewski J. 2004.</b> Indigeneity, an alternative worldview: for R's (Relationship, Responsibility, Reciprocity, Redistribution) vs. two P's (Power and Profit). Sharing the journey towards conscious evolution.  <i>Systems Research and Behavioral Science</i> 21: 489-503.	
13	3 Jun	No class		<b>Assessment 3: Summative Due date: 7 June 11:59pm</b>
<b>Semester 1 ends 7 June</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	Oral assessment (video)	Friday 5 April 11:59pm	Individual	20%	1, 3, 5
2	Campaign: media release, newsletter and strategy	Friday 17 May 11:59pm	Individual	40%	2, 3, 4
3	Essay	Friday 7 June 11:59pm	Individual	40%	1, 3

### 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 - Oral assessment (video)

<b>Assessment Type</b>	Presentation
<b>Description</b>	<p>Video Presentation - You'll learn more about Assessment 1 in Week 1 of Unit 2 (see steps 15 and 16). All three assessments are linked through a chosen case study, and you will be working cumulatively with a task towards the final essay. The case study will be an Indigenous group, cause or event of your choosing. You need to identify the case study and do the required background research on the Indigenous people it concerns.</p> <p>Your video will briefly introduce your case study. You need to you answer the following:</p> <ul style="list-style-type: none"><li>- Who am I standing with? (introduction to and background information about the people or cause); and</li><li>- Why am I standing with this group/for this cause? (explanation of why you choose this group/cause for your inquiry?).</li></ul> <p>See detailed instructions on Canvas and formative learning steps on FutureLearn</p>
<b>Weighting</b>	20%
<b>Length</b>	10 minutes
<b>Due Date</b>	Friday 5 April 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See additional information available in Canvas and formative learning steps on FutureLearn
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 2 - Campaign: media release, newsletter and strategy

<b>Assessment Type</b>	Professional Task
<b>Description</b>	<p>Media release (max 800 words), newsletter (approximately 500 words) and strategy (approximately 500 words); combined, up to 2000 words.</p> <ol style="list-style-type: none"><li>1. Identify a case study (cause) that speaks to the theme 'indigenous people in the contemporary world'. This can be, for example:<ul style="list-style-type: none"><li>• a distinct indigenous group you are interested in learning more about;</li><li>• a particular issue facing an indigenous group (such as, for example: deforestation,; mining; climate change; cultural deprivation; language survival; political rights; cultural appropriation; tribal conservation). Make sure you identify the indigenous group in question; it has to be related to a particular group and not be a general concern facing indigenous people)</li><li>• an 'event' (such as, for example: Standing Rock; the Exxon Valdez oil spill; the Guardians of the Amazon; the Rio World Cup; the Karnataka forest fires; the Baka beating etc).</li></ul></li><li>2. Do background research on the indigenous group and the issues at stake.</li><li>3. Develop material to educate the public about 'your' group or the issue at stake.</li><li>4. Submit a media release that offers an introduction to the group and the issue at stake along with a one-page newsletter, and a strategy.</li></ol> <p>Detailed instructions are available on Canvas and via FutureLearn.</p>
<b>Weighting</b>	40%
<b>Length</b>	2000 words, max
<b>Due Date</b>	Friday 17 May 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See additional information available in Canvas and formative learning steps on FutureLearn
<b>Return Method</b>	Online via Canvas
<b>Feedback Provided</b>	Online via Canvas

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## Assessment 3 - Essay

<b>Assessment Type</b>	Essay
<b>Description</b>	Written assignment Choose one of the following essay questions for Assessment 3: <ol style="list-style-type: none"><li>1. Critically analyse the differences between 'Western' and 'Indigenous' epistemologies. Explore and illustrate how indigenous and 'western' epistemologies are different and the possible consequences this may have for indigenous people through a case study of the group you have been standing with this semester.</li><li>2. Discuss the incorporation of indigenous peoples into democratic political regimes and the obstacles and challenges associated with post-settler nations as multicultural democracies. Explore the issues at stake through an analysis of the issue you have focussed on or the people you have been standing with this semester.</li><li>3. Critically analyse the concepts of individual and collective rights as they relate to indigenous peoples. Using your semester case study, analyse how individual and collective rights inform the situation of a particular indigenous group.</li><li>4. Using post-colonial theory or de-colonial theory, critically analyse the situation of the group of people that you have been standing with this semester. How would the issue that you have been exploring be explained through a post/de-colonial lens?</li><li>5. Using Barth's theory of ethnic groups and boundaries, critically analyse how indigeneity can be seen as an ethnic identity resting on a dynamic process of social differentiation. Interrogate the issues at stake through an analysis of indigeneity as it is articulated by the people you have been standing with this semester.</li></ol>
<b>Weighting</b>	See additional information on Canvas and formative learning steps on FutureLearn 40%
<b>Length</b>	1500 words
<b>Due Date</b>	Friday 7 June 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See additional information available in Canvas and formative learning steps on FutureLearn
<b>Return Method</b>	Online via Canvas
<b>Feedback Provided</b>	Online via Canvas

# 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).

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- FutureLearn platform: Communication will be provided via FutureLearn activities.

## Course Evaluation

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.

## Oral Interviews (Vivas)

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 [Oral Examination \(viva\) Procedure](#). 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 [Student Conduct Rule](#).

## Academic Misconduct

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 of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

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:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;



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3. you are requesting a change of placement; or
  4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*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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