

# Add Course Request

Submitted on: 2012-02-17 08:55:12

1. COURSE SUBJECT	ANTH/HRTS
2. COURSE NUMBER (OR PROPOSED NUMBER)	3028W
3. COURSE TITLE	Indigenous Rights and Aboriginal Australia
4. INITIATING DEPARTMENT or UNIT	Anthropology
5. NAME OF SUBMITTER	Francoise D Dussart
6. PHONE of SUBMITTER	Phone: +1 860 486 4517
7. EMAIL of SUBMITTER	Email: francoise.dussart@uconn.edu
8. CONTACT PERSON	Merrill Singer
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	2176
10. PHONE of contact person	Phone: +1 860 486 2137
11. EMAIL of of contact person	Email: merrill.singer@uconn.edu
12. Departmental Approval Date	11/30/11
13. School/College Approval Date	02/14/12
14. Names and Dates of additional Department and School/College approvals	Human RIGHTS Institute 11/30/11. Contact Person: R
15. Proposed Implementation Date	Term: Fall, Year: 2012
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	Content Area 4 Diversity and Multiculturalism  International
18. General Education Skill Code (W/Q). Any non-W section?	W Yes
19. Terms Offered	Semester: Fall      Year:
20. Sections	Sections Taught: 001
21. Student Number	Students/Sections: 19
22. Clarification:	
23. Number of Credits	3

	if VAR Min: Max: credits each term
<b>24. INSTRUCTIONAL PATTERN</b> T/Th	
25. Will this course be taught in a language other than English?	Yes If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Recommended preparation: ANTH 2000	
27. Is Instructor, Dept. Head or Unit <b>Consent Required?</b>	No
28. Permissions and Exclusions:	
29. Is this course <b>repeatable for credit?</b>	No If yes, total credits allowed: 3 Allow multiple enrollments in same term?
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale</b> :	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. <b>REGIONAL CAMPUS AVAILABILITY:</b> At this point we do not have any instructors who are teaching indigenous rights.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:  3028W. Indigenous Rights and Aboriginal Australia (228) (Also offered as HRTS 3028W.) Three credits. Recommended preparation: ANTH 2000. An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues. CA 4-INT	
37. <b>RATIONALE FOR ACTION REQUESTED</b>  This is already an existing course. I want to add a W for several reasons 1. we do not have one ethnographic course with a W, 2. we need more W courses, and 3. the way I constructed the course warrants a W designation. HTRS is also very pleased as they just got the approval for a major in Human rights, this course will provide HR majors with a W. As it stands now 5 seats are reserved for HR majors. There is no overlap, and actually this is the only course which deals with Human Rights and Indigenous Rights issues on campus from the perspective of adult men and women and children.	
38. <b>SYLLABUS:</b>  Online URL: ( <a href="https://web2.uconn.edu/senateform/request/course_uploads/fdd02001-1329486912-ANTH_3028_PROPOSAL_FOR_W.docx">https://web2.uconn.edu/senateform/request/course_uploads/fdd02001-1329486912-ANTH 3028 PROPOSAL FOR W.docx</a> )	
39. <b>Course Information: ALL General Education courses, including W and Q courses,</b>	

## **MUST answer this question**

a. and c.

This course focused on a specific group of people: Aboriginal people in Australia and enables us to look at the intersections of indigeneity, gender, age, rights, and citizenship. Three quarter through the semester we start examining these issues elsewhere in the world and especially where indigenous children's rights are violated. I provide two in-depth cases study of violations of children's rights in Australia and Canada during the first part of the 20th century, when both groups were considered wards of the state. I discuss the impact of these violations on the lives of these children and how human rights, personhood, nationhood belonging, citizenship rights are interconnected. I show in the course how an analysis of these intersections can help us understand how indigenous people see themselves in relation to mainstream society and how mainstream society see them, as citizens, as a minority.

The students' paper assignment is designed to hone their ethnographic analytical skills within two format — analytical essay writing and conference poster presentation. Students will be given a handout asking to use citation style used by American Anthropology journal, to write an abstract of their paper, an introduction where they will identify clearly the issues they will analyze in their paper, a summary of the case study and violations of rights. Discussion and conclusion.

After selecting an ethnographic example of indigenous children's violation (and I am sad to report there are a large number of examples out there) they will discuss the nature of the violations, how they are impacted as both children and later as adults, how do these violations modify the ways in which indigenous peoples can understand their roles as citizens, as persons, as indigenous? I prompt them then to reflect on the meaning of citizenship, and how post colonized indigenous peoples — who may have become a diasporic groups such as the Roma people—are so often put into the position that citizenship is not a right for them, but something they need to earn, and how this process is contingent on the histories of colonization as well as the legal and political context of the specific nation-states they inhabit.

I will write extensive comments on their first draft and meet with students independently if they want. The poster presentation based on their paper will also give them a chance to rethink how to present their issues and their argument, in other words making it more accessible, clearer for the consumption of a larger audience. IN the past many of my students in that class when on to present their posters to our undergraduate poster conference run by Honors. Combining paper writing and poster presentation will help them refine their analysis and write a better paper. I will send comments on their presentation the same day they presented so they can incorporate them in their final papers.

b. Requirements:

- Tuesdays and Thursdays questions on assigned readings. Students are expected to hand in at least 3 questions per reading assigned for the Tuesday and the Thursday class. **STUDENTS WILL EMAIL ME THEIR QUESTIONS BY 5PM ON MONDAY AND WEDNESDAY.** I will select some of the questions that we will discuss in class. My aim here is to help them deconstruct a paper, in other words, how does one identify what is the theme of the paper, what is the argument of the paper and whether or not the argument was deployed successfully.

- Paper and In-Class Poster Presentation will focus on the following issues:

-Removal of children from their land, their parents etc... and how removals impact(ed) their rights short-term and long-term.

-Limiting access to resources and services to children due to their ethnicity, national status, age, gender etc.. and how such limitations impact their rights and their future lives.

-Initiatives (if any) taken to redress some of the rights these children were deprived of and continue to be deprived in their adult life. Successes and failures. And WHY?

The following websites will provide you with information on violations of children's rights around the globe. <http://aaacig.usu.edu/childinnews.html>

Convention on the Rights of the Child <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>

I encourage you to seek the expertise of the Writing Center: <http://www.writingcenter.uconn.edu/>

-For your paper. (First-draft 10-12 pages) (Final paper should be 15 pages)

1. Isolate the specific group of children you want to write about and give a title to your paper.
2. After researching the appropriate literature in anthropology (go to anthrosource or jstor to find articles, search also for books. Of course you can come and see me anytime to help you select appropriate papers and book) dealing with the group of people you want to write on. These references will give you an historical perspective and also see how violations of rights have been analyzed or not. Summarize what has been written and start articulating your own argument regarding the relationship between rights, personhood, ethnicity, class, gender, age, citizenship or nation-belonging, self-determination and life chances in general.
3. Discuss what kind of rights (according to the Convention of the Rights of the Child passed in 1989) are violated and what is done or not done to stop violation.
4. Discuss why some initiatives to end the violations long-term or short-term work or do not work depending on the country etc.... In other words, what is at stake?
5. Conclude

-For your presentation, you need to give a background, identify the main issues/problems, and illustrate with one or two examples. You will have 10-12 minutes.

Please follow these guidelines from (excerpts from

[http://www.aaanet.org/\\_cs\\_upload/meetings/presenters/15341\\_1.pdf](http://www.aaanet.org/_cs_upload/meetings/presenters/15341_1.pdf))

**IN CLASS YOU WILL BE ABLE TO PUT UP ON SCREEN YOUR POSTER USING A USB OR EMAIL IT TO YOURSELF AND WE WILL PROJECT IT ONTO THE SCREEN. DO NOT COME WITH A PHYSICAL POSTER**

d. How revisions will affect the course requirements. I have taught the course with 50 students now as presented and it is time to make it a W course so I can give all the students' paper the attention they deserve.

Participation and Question-assignments will count for 15% of the grade. In-Class poster presentation 15%. Midterm exam and final exam (multiple choice questions) will each count for 10%. Final Paper will count for 50%. Extra credits up to 6 points to be added to your final grade. Remember you cannot pass the course if you do not pass the written part.

d. Yes this is an existing course which I have taught in the same way without a W. But as the number of students enrolled has dramatically increased in the past two years, (45-50 students in

average) it became difficult to do justice to the topic and to the students' assignments.

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

This course offers the possibility for students to see how state rights and cultural rights are articulated. Through specific case-studies students in class and in their essay-writing and poster presentation, learn how to construct an argument and analyze data. The sensitive and political nature of the course —rights and lack of fundamental rights— help students weigh ethically issues of rights in our globalized world. I will help them see how the issues we are discussing may appear to take place in far away lands (such as Australia) when in fact they are very much present here in the US as well as soon as we are looking at Native Americans or a First Nations people. This course is designed to highlight human diversity as well as human similarities especially when we look at rights violations and legal systems. The research paper and the poster presentation should help them refine their scholarly research skills and writing abilities.

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
  - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**

This course highlight how rights mean differently to people, in particularly oppressed people. How legal systems create categories of have and have not.

Consider the similarities that may exist among diverse group. Develop an understanding of and sensitivity to issues involving human rights.

**43. International:**

The course deals specifically with the indigenous rights of Aboriginal people in Australia and indigenous children's around the globe

- e. **Q course:**
- f. **W course:**

1. Describe how the writing assignments will enable and enhance learning the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade.

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1. Isolate the specific group of children you want to write about and give a title to your paper.
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2. Describe the primary modes of writing instruction in the course (e.g. individual conferences, written commentary, formal instruction to the class, and so on.)

Students will submit a draft and I will comment on their first draft. They will be encouraged to meet with me individually if they wish to. They will be asked also to present their data and analysis as a poster presentation, which I believe help them refining their analysis and argument.

3. Explain how opportunities for revision will be structured into the writing assignments in the course.

see above

4. State that the syllabus will inform students that they must pass the "W" component of the course in order to pass the course. (Failure to include this clause will result in a request for revisions on your proposal.)

see 1.

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved W 4.23.12 // GEOCW4intlapp\_032012AP.  
addWtoexistingCA4IntlnonWcrs\_021712AP.

**Proposal to add a W for indigenous Rights and Aboriginal Australia Anth. 3028**

**Fall 2012**

**Office hours: By appointment only. Please when you need to see me email me at  
[francoise.dussart@uconn.edu](mailto:francoise.dussart@uconn.edu)**

**Course Outline:**

In this course, we will try to understand why, “despite full citizenship, the expenditure of much money, effort and twenty-five years of well-meaning government policies, the material circumstances of many Aboriginal and Torres Strait Islander people” are terrible by all the standard social indicators (Peterson, in Peterson and Sanders 1998, 101). The first half of the course is designed to help us understand the complexity of contemporary indigenous social orders and their location within the Australian nation-State. To deepen our understanding, the second half of the course will focus exclusively on the importance of land and indigenous rights for the Aboriginal peoples of Australia. We will try to understand why it is so difficult to improve the circumstances of Aborigines and Torres Strait Islanders in Australia. We will also try to understand their struggles in relation to other indigenous peoples circumstances and plight in other parts of the World. Your presentation will focus on how forced removal, neglect, and dispossession have impacted the lives of Native Americans, Native Canadians, Roma, and other children around the world. How can they reconstruct themselves as adults and citizens?

**Course Format:** Lectures expand on issues addressed in your required readings, which are chosen to provide historical and theoretical background to the weekly topic. Assigned readings complement lectures.

**Use of personal laptops in class is not permitted.**

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**Please visit the following web-site to familiarize yourself with a map of Australia**

**<http://www.auslig.gov.au/facts/map.htm>**

**READINGS HAVE BE PLACED ON HUSKYCT**

**T. Aug. 28                      Introduction to the course. Human Rights and Cultural Rights in Australia**

**Th. Aug. 30                     Indigenous rights**

1. United Nations Declaration on the Rights of Indigenous Peoples

**T. Sept. 4                      Brief History of Hunters and Gatherers in Australia**

2. Nicolas Peterson, 1999 "Introduction: Australia." In The Cambridge Encyclopedia of Hunters and Gatherers, pp. 317-323 on HuskyCT

3. M. A. Smith 1999 "Archeology of Australian hunters and gatherers." In The Cambridge Encyclopedia of Hunters and Gatherers, pp. 324-328 on HuskyCT

**Th. Sept. 6                      Land, Kinship and Religion**

4. "Foundations of Being", 2000, in The Oxford Companion to Aboriginal Art and Culture

**T. Sept. 11                      Aborigines and Contemporary Nation-States**

5. David Trigger, 1999, "Hunter-gatherer Peoples and Nation-States." In The Cambridge Encyclopedia of Hunters and Gatherers, pp.473-479 on HuskyCT

**T. Sept. 13                      Social Resonances of Citizenship and Rights**

6. Excerpts from "The 1967 Referendum on When Aborigines didn't Get to Vote." By Bain Attwood, Andrew Markus, Dale Edwards and Kath Schilling, AIATSIS Press, 1997. Read Preface, pp. 1-19, and pp. 62-72. on HuskyCT

**T. Sept. 18                      Film: " My live as I live it". Ethnicity, Class and Citizenship Rights Violation- Discussion**

**Th. Sept. 20                      Self determination, Land and Mining**

Trigger, D. 1998, Citizenship and Indigenous Responses to Mining in the Gulf Country (eds.) N. Peterson and W. Sanders. Cambridge: CUP. Pp. 154-168"

**T. Sept. 25 Special Guest: Sam Martinez**

9. C. Hale: Activist Research V. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology.

**Th. Sept. 27 Film: "Who Killed Malcom Smith". Dr. Katrina Higgins will lead discussion**

**T. Oct. 2 Australian Assimilation Policy: Principles and Practice. Citizenship, Personhood and Assimilation**

10: Gray, G. 1998. From nomadism to citizenship and self-determination: the problem of shared responsibilities. In Citizenship and indigenous Australians: changing conceptions and possibilities (eds.) N. Peterson and W. Sanders. Cambridge: CUP. Pp.55--76.

11: Rowse, T. 1998. Indigenous citizenship and self-determination: the problem of shared responsibilities. In Citizenship and indigenous Australians: changing conceptions and possibilities (eds.) N. Peterson and W. Sanders. Cambridge: CUP. Pp.79-100.

**Th. Oct. 4 Conundra of Self-determination? Where are ones Allegiances?**

12. Peterson, N. 1998. Welfare colonialism and citizenship: politics, economics and agency. In Citizenship and indigenous Australians: changing conceptions and possibilities (eds.) N. Peterson and W. Sanders. Cambridge: CUP. Pp. 101-117.

**T. Oct. 9 Self determination, and Commodification of Land and Kinship Rights. Dividing to Differentiate.**

13. Muckaty NLC report

14. Muckaty Radioactive Bill

**Film: Muckaty Voices**

**Th. Oct. 11**                    **MID TERM**

**T. Oct. 16**                    **Mabo and after**

15. Noel Pearson, 1997, "Mabo: towards respecting equality and Difference." In Race Matters.  
Ed. By G. Cowlshaw and B. Morris. ASP, pp. 209-219

**Th. Oct. 18**                    **The Intervention in the Northern Territory. Anti-Discrimination Act thrown out the Window.....**

16. Sarah Maddison, 2010 Indigenous autonomy matters: what's wrong

with the Australian government's 'intervention' in Aboriginal communities

17. Nicolas Peterson 2010, "Other People's Lives: Secular Assimilation, Culture and Ungovernability" In Culture Crisis: Anthropology and Politics in Aboriginal Australia, J. Altman and M. Hinkson. University of New South Wales Press.

**T. Oct.23**                    **Stolen generation**

<http://www.youtube.com/watch?v=KzpsBqwCQqE>

<http://www.youtube.com/watch?v=C9mJpL67QUw&feature=related>

<http://www.youtube.com/watch?v=HB5eRqiP9Po&feature=related>

18. Brian Butler: 1993. Aboriginal Children back to origins

19. Danielle Celermajer, 2005 *The Stolen Generation: Aboriginal Children In Australia. Human Rights Dialogue: "Cultural Rights"* (Spring 2005)

**FD RETURN COMMENTS ON OUTLINE AND SET APT. IF NECESSARY WITH STUDENTS**

**Th. Oct. 25      Film: Rabbit proof fence – Removal of Children- Discussion**

**T. Oct. 30      Film: Rabbit proof fence cont. Discussion**

**Th. Nov. 1      Children's Rights**

20. UNICEF. Ensuring the rights of Indigenous Children.

22. 1989 Convention on the Rights of the Child

<http://www.unhcr.org/refworld/docid/3ae6b38f0.html>

23. We will discuss issues as well articulated on <http://www.unicef.org/crc>

**HAND IN FIRST DRAFT OF FINAL PAPER**

**T. Nov. 6      Removal of Native American and Canadian First Nations Children**

24. Indian Child Welfare: [http://www.nicwa.org/indian\\_child\\_welfare\\_act/](http://www.nicwa.org/indian_child_welfare_act/)

25. Compliance: [http://www.nicwa.org/indian\\_child\\_welfare\\_act/](http://www.nicwa.org/indian_child_welfare_act/)

26. Child Protection Act (pdf on huskyct)

**Th. Nov. 8      Film: The Map of Human Heart Discussion**

**T. Nov. 13      Film: The Map of Human Heart cont. Discussion**

**FD RETURNS FIRST DRAFT OF FINAL PAPER WITH COMMENTS**

**Th. Nov. 15      Wrapping up: Group Discussions: Violations of Rights. State Rights. Personhood.  
Nationhood Belonging**

**THANKSGIVING BREAK**

**T. Nov. 27      Class Presentation**

**Th. Nov. 29      Class Presentation**

**T. Dec. 4      Class Presentation**

**Th. Dec. 6      Class Presentation**

**SUBMIT REVISED FINAL PAPER VIA EMAIL BY SUNDAY DECEMBER 9 BEFORE 5PM**

**FINAL EXAM DATE TBA**

**Students are required to be available for their exam during the stated time. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam.**

**Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy with any questions. Thank you in advance for your cooperation.**