

SENIOR SOCIAL EDUCATION AND DISCOVERING DEMOCRACY MATERIALS

CASE STUDY: DEMOCRACY, EAST TIMOR AND ABORIGINAL AUSTRALIA

AIM: Through the examples of **East Timor** and **Aboriginal Australia**, to study **democracy** in action, and the development of **nationhood**.

LINKS WITH *DEMOCRACY KIT* AND *ONE DESTINY!* CD-ROM.

The following themes/topics occur in these sources, and are applicable to a study of East Timor and Aboriginal Australia.

Making a Nation
Rule of Law
Citizenship and Identity
Flag for a New Nation
An Australian (or East Timorese) Nation
An Australian (or East Timorese) Constitution
Views from the Colonies
First Australians in 1901
Australian Response – to East Timor, to Aboriginal Issues
Women’s Story
Parties
Neighbours

LESSON TYPES.

- Many of the above topics lend themselves to research from primary and secondary sources, in which students would develop skills in using many forms of media, including CD-ROM and Internet.
- Many of the primary sources are from one perspective, i.e. usually that of the colonizer, and provide ample scope for an analysis of biased reporting and the development of critical literacy.
- A topic such as “Flag for a New Nation” opens up a study of icons and symbols and provides scope for the development of visual literacy.
- “Women’s Story” is inclusive of many of the above themes/topics, so that, for example, in collecting women’s stories from many cultures, students would learn to synthesise information from a variety of sources and have the opportunity to respond empathically to this material.
- As far as possible, the voice of the indigenous people should be used, particularly as expressed in literature and the arts.
- Research relating to East Timor and Aboriginal Australia allows students to trace the growth and activities of protest groups and movements towards citizenship and nationhood.

FRAMEWORKS

In the ACT, the History, English and Aboriginal Studies Frameworks provide the rigour for studies of the themes/topics such as those listed above.

FRAMEWORK GOALS, on which the assessment is based, are as follows:

HISTORY

“Courses based on this Course Framework, should enable students to:

- acquire knowledge, awareness and understanding of some significant people, places and event of the past;

- acquire a comprehension of change, continuity, diversity, unity and chaos as factors in history;
- recognise recurring or unifying themes in the subject matter of history;
- develop skills necessary in solving problems of evidence and achieving independence in research as well as sharing ideas and tasks with others; and
- be able to think, argue and communicate using appropriate technology and according to conventions of the discipline.”

ENGLISH

“Courses based on this Course Framework should enable students to:

- become analytical, critical and creative thinkers;
- become independent users of language with strategies for effective reading, viewing, speaking, listening and writing;
- develop skills in effective interaction and communication in groups;
- understand the range and diversity of spoken and written literature and language;
- appreciate cultural and social contexts in spoken, written and visual texts;
- respond creatively and imaginatively to texts; and
- critically appraise texts.”

ABORIGINAL AND TORRES STRAIT ISLANDER STUDIES

“Courses based on this Course Framework should enable students to:

- explore their own values, attitudes and beliefs; and also acquire an understanding of values, attitudes and beliefs different from their own, particularly those of Aboriginal people and Torres Strait Islander people;
- recognise Torres Strait Islander cultural heritage and Aboriginal cultural heritage, and accept these as the heritage of all Australians;
- develop enquiry and communication skills and the social and technological skills to enable these to be executed effectively.”

FRAMEWORK ASSESSMENT CRITERIA, which are the essential qualities which teachers look for in student work, are as follows:

HISTORY

“Students will be assessed on the degree to which they demonstrate:

Enquiry

- competence in establishing directions of research;
- accuracy in identifying, evaluating and recording relevant data, synthesising information from a variety of sources, testing their own assumptions and those of others, and the capacity to do so working alone or with others;
- empathy in dealing with sensitive material from another culture;
- skill in detecting biases in its various manifestations; and
- thoroughness in the use of evidence to analyse values, attitudes and beliefs of various sub-cultures in Australia, but particularly those of Aboriginal communities and Torres Strait Islander communities.

Communication

- clarity and accuracy in the presentation of ideas and the capacity to do so working alone or with others;
- creativity in the use of a variety of media including writing, oral presentation, mathematical interpretation, modelling, debate, theatrical enactment, film; and
- correct identification and application of the concepts of the various disciplines involved in the study of Torres Strait Islander cultures and Aboriginal cultures.”

ENGLISH

“Students will be assessed on the degree to which they demonstrate:

- understanding of meaning, purpose and context;
- ability to respond critically and analytically to texts;

- imagination and originality;
- clarity and fluency;
- effective use of writing for a range of purposes and audiences;
- a command of the technical aspects of language;
- reflection on, and refinement of, their own writing;
- effective use of research and reference skills;
- ability to synthesize material from various sources;
- control of appropriate medium;
- appreciation of the construction and conventions of texts;
- a distinctive and confident style;
- effective and accurate use of spoken language for a range of purposes and audiences;
- ability to listen effectively and make a considered response;
- participation and cooperation in groups; and
- ability to select material appropriate to the audience.”

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UNITS OF STUDY.

An across discipline unit of study may use all of these frameworks, but not usually each in its entirety.

Below are two examples of units of work of comparative studies in East Timor and Aboriginal Australia, demonstrating democracy in action and the development of nationhood.

UNIT 1: FLAG FOR A NEW NATION.

Student population: Years 11 and 12 tertiary students.

Duration: One Semester.

GOALS.

This unit should enable students to:

- demonstrate an understanding of the cultures, values, ideologies and world views in and through which the East Timorese and the Aboriginal people express their identity.

CONTENT.

- the physical aspects of the flags of East Timor and Aboriginal Australia and the meanings encoded in the images and colours of each flag;
- the cultures of these two groups of people, demonstrating the values and ideologies that gave rise to the two flags;
- the prior histories of each group, tracing their paths to nationhood or to national recognition.
- the similarities and differences of the two groups, including religion, relationship to land, experience under colonisation, relationship to government, use of political strategies and protest movements.

TEACHING AND LEARNING STRATEGIES.

- as far as possible, evidence from the people’s own stories should be used, and are usually available through guest speakers, autobiographies, biographies and documentaries;
- similarly, literature and the visual arts should be analysed for their reflection of the suffering and aspirations of these cultures;
- this unit is research based, and students should use the available electronic sources, especially the Internet, as well as the published texts;

- where resources are available, students in Australia should focus on the Aboriginal culture and history of their local area;
- variations in tone and bias should be discernable through the use of newspaper articles and government documents from previous times.

ASSESSMENT.

Document Study and Short Answer Test	20%
e.g. analysis of government reports, identification of points of view and bias in primary sources, setting primary sources in context, analysis of literature, art styles and music. Usually 2 hours duration.	
Major Research Assignment	30%
e.g. empathetic piece such as a play, short story, diary, film; extended investigative essay in response to a set question requiring analytical skills. Usually 1000 to 1500 words.	
Oral Presentation	30%
e.g. interviews, tutorial presentation in answer to a set question, debates, video or audio presentation. Usually a 10 minute presentation.	
In-Class Essay (under exam conditions)	20%
e.g two hour period to write and polish a short paper, 680 words, in response to one of a number of questions requiring an analytical response.	

UNIT RESOURCES. (for both units)

Below is a list of examples of resources appropriate to these units:

Texts.

- Aboriginal deaths in custody response by governments to the Royal Commission, Vols. 1-3, 1992, AGPS, Canberra.* (students should also use the annual government up-date reports on deaths in custody)
- Bringing them home Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families, 1997, Human Rights and Equal Opportunity Commission, Sydney.*
- Brown, Bruce (Ed.), 2000, *East Timor The Consequences*, New Zealand Institute of International Affairs, Victoria University, Wellington.
- Chalk, Frank and Kurt Jonassohn, 1990, *The History and Sociology of Genocide: analysis and case studies*, Yale Uni. Press, New Haven.
- Cotton, James (Ed.), 1999, *East Timor and Australia*, Australian Institute of International Affairs, Canberra.
- Department of Foreign Affairs and Trade, Canberra, 2001, *East Timor in Transition 1998-2000 An Australian Policy Challenge*, Canberra.
- Flood, Josephine, 2000, *Archaeology of the Dreamtime*, A. & R., NSW.
- Gilligan, Beth, 1997, *The Struggle for Freedom*, (Series: 20th Century Studies), McGraw Hill, Sydney.
- Harris, John, 1990, *One Blood 200 Years Of Aboriginal Encounter With Christianity: A Story of Hope*, Albatross Books, NSW.
- Horner, Jack, 1994, *Bill Ferguson, Fighter for Aboriginal Freedom*, Australian and N.Z. Book Co. Ltd., NSW.
- Horton, David, Gen. Ed., 1994, *The Encyclopedia of Aboriginal Australia Vols. 1 & 11*, AIATSIS, Canberra.
- Jolliffe, Jill, 2001, *Cover-up the inside story of the Balibo Five*, Scribe Publications, Melbourne.
- Kingsbury, Damien (Ed.), 2000, *Guns and Ballot Boxes East Timor's vote for independence*, Monash Asia Institute, Victoria.
- Krieger, Heike (Ed.), 1997, *East Timor and the International Community Basic Documents*, CUP, Melbourne.
- Malnic, Mowaljarlai, 2000, *Yorro Yorro Standing Up Alive*, Magabala Books, Broome, W.A.
- Milner, Anthony and Mary Quilty (Eds.), 1996, *Australia in Asia Comparing Cultures*, OUP, Melbourne.

Milner, Anthony and Mary Quilty (Eds.), 1998, *Australia in Asia Episodes*, OUP, Melbourne.
Sykes, Roberta, 2000, *Snake Dreaming*, Allen and Unwin, NSW.
Tucker, Margaret, 1977, *If Everyone Cared*, Ure Smith, Sydney.

Videos.

An Act of Justice The Mabo Judgement and the Native Title Act, ATSIC.
Baranowska, Carmela, 2000, *Scenes From an Occupation*.
Dating the Dreamtime
Frontier, parts 1 - 3
Lousy Little Sixpence
Shadow Over East Timor, ABC. (Pre 1999.)
The Vanishing, Four Corners, 1999.
Women of the Sun Parts 1 – 4.

Internet.

<http://www.un.org/peace/etimor/etimor.htm>
<http://www.un.org/News/dh/latest/timorelection.htm>
<http://www.gov.east-timor.org>
<http://www.jsmp.minihub.org/>
www.uc.pt/scripts/timornet/firius.exe/etmp?index.html
<http://globaled.ausaid.gov.au/secondary/casestud/east-timor/1/history-in-making-1.html>
<http://dnausers.d-n-a-.net/dnetwccA/fotw/flags/tp.html>

UNIT 2: WOMEN'S STORY.

Student population: Years 11 and 12 tertiary students.

Duration: One Semester.

GOALS.

This unit should enable students to:

- demonstrate an empathy with and understanding of the many and varied roles that women have played in the struggle for inclusive democracy and independent recognition for the Aboriginal people and East Timorese people.

CONTENT.

- women's roles in the traditional cultures of these two groups of people, and their contemporary role in Aboriginal and East Timorese cultures today;
- the similarities and differences of the two groups of women, particularly relating to leadership roles in political movements and protests, and their stories demonstrated in the arts of these contemporary cultures.

TEACHING AND LEARNING STRATEGIES.

- as far as possible, evidence from the women's own stories should be used, and are usually available through guest speakers, autobiographies, biographies and documentaries;
- similarly, literature and the visual arts should be analysed for their reflection of the way in which these women perceive themselves and the issues that are important to them;
- this unit is research based, and students should use the available electronic sources, especially the Internet, as well as the published texts;

ASSESSMENT.

Document Study and Short Answer Test	20%
e.g. analysis of women's stories, setting primary sources in context, analysis of literature, art styles and music. Usually 2 hours duration.	
Major Research Assignment	30%
e.g. empathetic piece such as a play, short story, diary, film; extended investigative essay in response to a set question requiring analytical skills. Usually 1000 to 1500 words.	
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- Women of the Sun Parts 1 – 4.

Internet.

- <http://www.un.org/peace/etimor/etimor.htm>
- <http://www.un.org/News/dh/latgest/timorelection.htm>
- <http://www.gov.east-timor.org>
- <http://www.jsmp.minihub.org/>
- www.uc.pt/scripts/timornet/firius.exe/etmp?index.html
- <http://globaled.ausaid.gov.au/secondary/casestud/east-timor/1/history-in-making-1.html>
- <http://dnausers.d-n-a-.net/dnetwccA/fotw/flags/tp.html>

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