



# CRIM13005 *Indigenous Justice*

## Term 1 - 2022

Profile information current as at 20/04/2024 12:47 pm

All details in this unit profile for CRIM13005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will examine the justice systems and practices of Indigenous Australian communities and their relationships with Western justice institutions. Indigenous Australian understandings of Western law and justice will also be compared to the situations and principles of international Indigenous communities. You will discuss and evaluate community justice innovations that seek to respond to Indigenous interests and to embrace Indigenous perspectives and voices. Through analysis of these innovations you will demonstrate the importance of empowering communities to find solutions to their problems. You will develop skills to identify the position of Indigenous people within the Western criminal justice system and you will develop your Indigenous cultural competency to a higher level.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2022

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Research Assignment**

Weighting: 20%

#### 4. **Learning logs / diaries / Journal / log books**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Compare and contrast the key features of Indigenous justice and differences from the Western justice system
2. Critically express the importance of listening to and empowering communities
3. Discuss the effectiveness of Indigenous justice projects in Australia and overseas
4. Evaluate innovations and programs in the Indigenous justice field
5. Explore best practice for the development and implementation of Indigenous cultural competency at a professional level.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 30%			•	•	
2 - Online Quiz(zes) - 20%					•
3 - Research Assignment - 20%		•			
4 - Learning logs / diaries / Journal / log books - 30%	•				

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication		•	•		
2 - Problem Solving				•	•
3 - Critical Thinking	•	•		•	
4 - Information Literacy	•			•	
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence	•	•	•		•
8 - Ethical practice				•	
9 - Social Innovation			•		

## Graduate Attributes

## Learning Outcomes

1 2 3 4 5

### 10 - Aboriginal and Torres Strait Islander Cultures

## Alignment of Assessment Tasks to Graduate Attributes

### Assessment Tasks

### Graduate Attributes

1 2 3 4 5 6 7 8 9 10

1 - Written Assessment - 30%

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2 - Online Quiz(zes) - 20%

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3 - Research Assignment - 20%

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4 - Learning logs / diaries / Journal / log books - 30%

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## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Mozilla Hubs and Spoke

## Referencing Style

All submissions for this unit must use the referencing styles below:

- [Australian Guide to Legal Citation, 4th ed](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kelsey Buchanan** Unit Coordinator  
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## Schedule

## Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planet Justice	UN Declaration on the Rights of Indigenous Peoples (2007) <a href="https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html">https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html</a> United Nations (2009) 'State of the World's Indigenous Peoples Vol 1', pp 1-11, 220-238 <a href="https://www.un.org/development/desa/indigenouspeoples/publications/state-of-the-worlds-indigenous-peoples.html">https://www.un.org/development/desa/indigenouspeoples/publications/state-of-the-worlds-indigenous-peoples.html</a>	

## Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Who speaks for the people?	Henrietta Lidchi (2013) Poetics and Politics of Exhibiting Other Cultures, in Stuart Hall (ed) <i>Representation: Cultural Representation (2nd ed)</i> , Sage	

## Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Who speaks for the past?	Blagg, Harry, and Thalia Anthony. "Postcolonial Criminology: "The Past Isn't Over...". " <i>Decolonising Criminology</i> . London: Palgrave Macmillan UK, 2019. 31-54. Critical Criminological Perspectives. Web.	

## Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The legacy of the colonisers	Carol A. Hand , Judith Hanks & Toni House (2012) Restorative justice: the indigenous justice system, <i>Contemporary Justice Review</i> , 15:4, 449-467, DOI: 10.1080/10282580.2012.734576	

## Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Images of Indigeneity	The Aboriginal Justice Implementation Commission Manitoba Chapter 2: Aboriginal Concepts of Justice <a href="http://www.ajic.mb.ca/volume1/chapter2.html?fbclid=IwAR1ykEwI6uSC-cp63lOFshFAH2iruPELHvr-pEF3CzkDJSHz1mQyQhroWp8">http://www.ajic.mb.ca/volume1/chapter2.html?fbclid=IwAR1ykEwI6uSC-cp63lOFshFAH2iruPELHvr-pEF3CzkDJSHz1mQyQhroWp8</a> Spiegel, Samuel J, Sarah Thomas, Kevin O'Neill, Cassandra Brondgeest, Jen Thomas, Giovanni Beltran, Terena Hunt, and Annalee Yassi. "Visual Storytelling, Intergenerational Environmental Justice and Indigenous Sovereignty: Exploring Images and Stories amid a Contested Oil Pipeline Project." <i>International Journal of Environmental Research and Public Health</i> 17.7 (2020): 2362. Web.	

## Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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The state and structural violence

Emery-Whittington, Isla G.  
 "Occupational Justice—Colonial Business as Usual? Indigenous Observations From Aotearoa New Zealand: La Justice Occupationnelle : Sous Régime Colonial Comme D'habitude? Observations D'autochtones D'Aotearoa En Nouvelle-Zélande." *Canadian Journal of Occupational Therapy* (1939) 88.2 (2021): 153-62. Web.

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Soft power and resistance	"Who Speaks for Place" in Blagg, H., & Anthony, T. (2019). <i>Decolonising criminology : Imagining justice in a postcolonial world.</i> Palgrave Macmillan UK.	

**Week 8 - 02 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Conflicts and challenges	Stephen Cornell (2018) Justice as Position, Justice as Practice: Indigenous Governance at the Boundary in <i>Indigenous Justice : New Tools, Approaches, and Spaces</i> , edited by Jennifer Hendry, et al., Palgrave Macmillan UK. <i>ProQuest Ebook Central</i> , <a href="https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697">https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697</a> .	

**Week 9 - 09 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Power and corruption	Salo de Carvalho, David R Goyes, Valeria Vegh Weis, Politics and Indigenous Victimization: The Case of Brazil, <i>The British Journal of Criminology</i> , Volume 61, Issue 1, January 2021, Pages 251-271, <a href="https://doi.org/10.1093/bjc/azaa060">https://doi.org/10.1093/bjc/azaa060</a>	

**Week 10 - 16 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Design for justice	Poiner, H., & Drake, C. (2021). Transformative or Tokenistic? Exploring the Legitimacy of Participatory Design Methods within an Indigenous Context. <i>M/C Journal</i> , 24(4). <a href="https://doi.org/10.5204/mcj.2809">https://doi.org/10.5204/mcj.2809</a>	

**Week 11 - 23 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Who speaks for the people (reprise)?	Sharon Toi (2018) Mana Wahine: Decolonising Governance?, in <i>Indigenous Justice : New Tools, Approaches, and Spaces</i> , edited by Jennifer Hendry, et al., Palgrave Macmillan UK, 2018. <i>ProQuest Ebook Central</i> , <a href="https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697">https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697</a> .	

## Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Launch of virtual exhibitions		<b>Curated Virtual Exhibition</b> Due: Week 12 Friday (3 June 2022) 11:45 pm AEST

## Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Guided reflection</b> Due: Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

## Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

In this unit you will develop skills in Indigenous cultural literacy and in professional communication. There are two online quizzes to be completed early in the term (weeks 3 and 4), testing foundational knowledge and verifying students' ability to proceed with the other assessment tasks.

Quiz 1 - Indigenous cultural competency (10 marks, week 3)

This quiz refers to content from the first two weeks of this unit but also requires you to make your own judgement, it is not simply about recalling information. This quiz will present short answer questions that test knowledge of learning module materials and prescribed readings.

Quiz 2 - Communicating with *Mozilla Hubs* (10 marks, week 4)

In this unit you will create an online virtual museum using *Mozilla Hubs* using skills developed in learning module 3 and required reading/viewing tasks. This quiz assesses your understanding of the fundamental skills involved and the restrictions around use of content such as cultural protocols and intellectual property. This quiz presents a combination of short answer and multiple choice questions.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Due weeks 3 and 4

#### Return Date to Students

Two weeks from submission.

#### Weighting

20%

#### Assessment Criteria

- Understanding of principles and practice
- Application of knowledge to factual situations
- Understanding of the practical and professional context in which the skills are used

## Referencing Style

- [Australian Guide to Legal Citation, 4th ed](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

No submission method provided.

## Learning Outcomes Assessed

- Explore best practice for the development and implementation of Indigenous cultural competency at a professional level.

## Graduate Attributes

- Problem Solving
- Cross Cultural Competence

## 2 Curated Virtual Exhibition

### Assessment Type

Written Assessment

### Task Description

1500 words maximum. Due week 12

In this unit you will select an Indigenous First Nation and explore the concept of Indigenous justice based on their perspective. You will collect ten artefacts (image, text, audio, video or other digital format) and present these in a *Mozilla Hubs* space, accompanied by curation text that provides context (approx 100 words).

Examples:

- Maori (Aotearoa)
- First Nations (United States or Canada)
- Romani (Europe)
- Sa'mi (Finland and Norway)
- Ainu (Japan)
- Nahua (Mexico and Central America)
- Peul (Burkina Faso and Central Africa)

Your virtual exhibition must be completed and ready for assessment in week 12. You must submit the URL of your exhibition to the unit coordinator before week 10 in order for this to be included in the exhibition launch.

You will also submit a .doc version of your curation text that includes references and further academic discussion of your selected artefacts, 1500 words maximum. This is also due in week 12 and must also include the URL of your museum.

The requirements for these artefacts are established in the learning modules and will be discussed in the workshops. You are not required to present these artefacts in your museum using the same order or using the same titles. The .doc version should however present the artefacts in the order established by the learning modules and clearly state which artefact relates to which module.

Museums may be created in a team that focuses on a particular first nation if you want to, but each team member must curate their own artefacts and submit an individual .doc assignment.

### Assessment Due Date

Week 12 Friday (3 June 2022) 11:45 pm AEST

### Return Date to Students

Two weeks after submission



**Weighting**

30%

**Assessment Criteria**

- Clarity of presentation
- Connection between different artefacts, so that a viewer is able to explore a particular narrative to make sense of them
- Critical thinking in the selection and curation of artefacts
- Ability to follow the design brief including the submitting URL on time and meeting the design specifications, including spelling, IP control and referencing.

**Referencing Style**

- [Australian Guide to Legal Citation, 4th ed](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Discuss the effectiveness of Indigenous justice projects in Australia and overseas
- Evaluate innovations and programs in the Indigenous justice field

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation

### 3 Guided reflection

**Assessment Type**

Research Assignment

**Task Description**

1500 words maximum, due week 13

At the end of this unit, you will reflect on your learning, using the framework established below. First, consider this quote from cultural theorist Stuart Hall:

- Certainly, the colonised other was constituted within the regimes of representation of such a metropolitan centre. Those colonised persons were placed in their otherness, in the marginality, by the nature of the “English eye,” the all-encompassing “English eye.” The “English eye” sees everything else but is not so good at recognising that it is itself actually looking at something. It becomes coterminous with sight itself. It is, of course, a structured representation nevertheless and it is a cultural representation that is always binary. That is to say, English identity is strongly centred; knowing where it is, what it is, it places everything else.

Stuart Hall, ‘The Local and the Global: Globalization and Ethnicity’, in Anne McClintock, Aarmir Mufti and Ella Shohat (eds), *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives*, University of Minnesota Press, Minneapolis, 1997, p. 174.

Reflect on what you have learned about Indigenous justice and your chosen First Nation or Indigenous community using the following framework. Do not respond directly to this structure as a series of questions to be answered. Instead you should create your own thesis/central argument about Indigenous Justice, using this structure and your workbook observations as an

initial starting point. This argument must be supported by reference to theory and concepts from unit readings and from your own research.

**Assessment Due Date**

Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

**Return Date to Students**

Two weeks from date of submission

**Weighting**

20%

**Assessment Criteria**

- Clear expression
- Ability to address the guided reflection framework, using an academic level of analysis
- Connection of discussion to unit themes, readings and independent research
- Ability to contextualise discussion to learning across the criminology course and other studies where applicable
- Presentation of a structured argument that includes a core thesis and conclusions

**Referencing Style**

- [Australian Guide to Legal Citation, 4th ed](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Critically express the importance of listening to and empowering communities

**Graduate Attributes**

- Communication
- Critical Thinking
- Cross Cultural Competence

## 4 Workbook

**Assessment Type**

Learning logs / diaries / Journal / log books

**Task Description**

Two submissions of 1000 words maximum each, due weeks 6 and 11

The workshops in this unit will involve discussion of the weekly readings and consideration of artefacts for inclusion in your virtual museum. The assessment for this is the standard model used for CQU Criminology units.

The workbook is to be submitted in two stages, to allow for feedback. You will select three workbooks from modules 1-5 to be submitted in week 6 and three workbooks from modules 6-10 to be submitted in week 11. These assessments have a maximum of 1000 words each.

**Assessment Due Date**

Part one is due in week 6, part 2 is due in week 11

**Return Date to Students**

Two weeks from date of submission

**Weighting**

30%

**Assessment Criteria**

- Use creative problem solving in response to challenges.
- Report succinctly on challenge task activities and what you have learnt from them.
- Reflect on your learning process and set educational goals for the future.
- Understand how theories and concepts from the coursework integrate into practical and applied situations.
- Participate in small team activities (synchronous and asynchronous) and actively support peers' learning.

**Referencing Style**

- [Australian Guide to Legal Citation, 4th ed](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Compare and contrast the key features of Indigenous justice and differences from the Western justice system

**Graduate Attributes**

- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem