CRIM13005 *Indigenous Justice*
Term 1 - 2023

Profile information current as at 06/05/2024 09:24 am

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 - 2023

- 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. **Written Assessment**
Weighting: 40%
2. **Research Assignment**
Weighting: 30%
3. **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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Surveys

Feedback

It was a well constructed unit that provides an alternative perspective to the mainstream criminological perspective. The hands on experience was enjoyable and different from other units which was refreshing!

Recommendation

Continue developing and improving on hands-on and creative activities and assessments. Build on current content and the critical perspective offered in this unit, ensuring students are encouraged through Modules and class discussions to think critically, question and reflect.

Feedback from Surveys

Feedback

Creating the virtual exhibition may be difficult for students with limited IT skills

Recommendation

Ensure students are aware that additional help and support is available, and continue developing guides and instructions in the Modules. Be mindful of any accessibility issues with this software and offer alternative assessment if/where needed.

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

— N/A Level	○ Introductory Level	● Intermediate Level
● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	●		●	●	●
2 - Research Assignment - 30%		●			
3 - 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			○		
10 - Aboriginal and Torres Strait Islander Cultures	○	○	○	○	○

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 style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Rachel Hale Unit Coordinator
r.hale@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Planet Justice: Introduction to CRIM13005	UN Declaration on the Rights of Indigenous Peoples (2007) https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html United Nations (2009) 'State of the World's Indigenous Peoples Vol 1', pp 1-11, 220-238 https://www.un.org/development/desa/indigenouspeoples/publications/state-of-the-worlds-indigenous-peoples.html	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous representation: Who speaks for the people?	Henrietta, L. (2013). Poetics and Politics of Exhibiting Other Cultures. In S., Hall (ed) *Representation: Cultural Representation (2nd ed)*, Sage.	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Examining history: Who speaks for the past?	Blagg, H., & Anthony, T (2019). "Postcolonial Criminology: "The Past Isn't Over...".." *Decolonising Criminology.* London: Palgrave Macmillan UK.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Extending history: The legacy of the colonisers	Hand, C.A., Hankes, J., & House, T. (2012) Restorative justice: the indigenous justice system, *Contemporary Justice Review*, 15:4, 449-467, DOI: 10.1080/10282580.2012.734576	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Analysing media: Images of Indigeneity	The Aboriginal Justice Implementation Commission Manitoba. Chapter 2: Aboriginal Concepts of Justice http://www.ajic.mb.ca/volume1/chapter2.html?fbclid=IwAR1ykEwI6uSC-cp63lOFshFAH2iruPELHvr-pEF3CzkDJSHz1mQyQhroWp8 Spiegel, S. J, Thomas, S., O'Neill, K., Brondgeest, C., Thomas, J., Beltran, J., Hunt, T., & Yassi., A. (2020). "Visual Storytelling, Intergenerational Environmental Justice and Indigenous Sovereignty: Exploring Images and Stories amid a Contested Oil Pipeline Project." *International Journal of Environmental Research and Public Health* 17.7,2362.	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary colonialism: The state and structural violence	Alfred, T., & Contassel, J., (2005). Being Indigenous: resurgence against contemporary colonialism. Government and opposition, 40(4), 597-614. https://doi.org/10.1111/j.1477-7053.2005.00166.x 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.	Workbook entry 1 due Friday 21 April 11:59PM AEST

Week 7 - 24 Apr 2023

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

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Indigeneous self-determination: Conflicts and challenges	Cornell., S. (2018) Justice as Position, Justice as Practice: Indigenous Governance at the Boundary. In S., Hendry. *Indigenous Justice : New Tools, Approaches, and Spaces.* Palgrave Macmillan UK. https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697.	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

| Indigenous victims: The impact of power and corruption | De Carvalho, s., Goyes, D.R., & Vegh Weis, V. (2021). Politics and Indigenous Victimization: The Case of Brazil, *The British Journal of Criminology*, Volume 61 (1), 251–271, https://doi.org/10.1093/bjc/azaa060 Nicholas, L., & Thomas., S. (2022). The natural and built rural environments as victims. In R, Hale., & A., Harkness (eds). Rural victims of crime. Taylor & Francis. | |

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous knowledge: Designing for justice	Poiner, H., & Drake, C. (2021). Transformative or Tokenistic? Exploring the Legitimacy of Participatory Design Methods within an Indigenous Context. *M/C Journal*, *24*(4).	

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Decolonisation: The way forward	Toi, S. (2018) Mana Wahine: Decolonising Governance?, in *Indigenous Justice : New Tools, Approaches, and Spaces*, edited by Jennifer Hendry, et al., Palgrave Macmillan UK. https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697.	Workbook entry 2 due Friday 26 May 11:59PM AEST

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflections: Applying the course learnings in practice		**Critical analysis piece** Due: Week 12 Friday (2 June 2023) 11:59 pm AEST

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Virtual museum Due: Review/Exam Week Friday (9 June 2023) 11:59 pm AEST

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Critical analysis piece

Assessment Type
Written Assessment

Task Description
Develop your own prompt about Indigenous knowledge/justice/representation and respond in a 1500 word written piece. Ensure the prompt enables you to analyse an issue we have explored in this course.For example, *'Violence against First Nations peoples is ongoing and pervasive'*.
Ideally choose an issue that interests you or that you are passionate about - this will motivate you to research the topic and will make the task more enjoyable!
Prompts will be discussed and approved in the week 7 & 8 workshops
Incorporate current scholarly literature (minimum 8 refs) to comprehensively cover the issue from a range of angles.

Assessment Due Date
Week 12 Friday (2 June 2023) 11:59 pm AEST

Return Date to Students

Within 2 weeks of submission

Weighting
40%

Assessment Criteria

- Appropriateness of chosen prompt (wording/relevance to course)
- Quality of written piece (presentation/expression/structure/spelling/grammar)
- Critical analysis (clear argument/critical tone/sophistication of critical inquiry)
- Evidence base & research (incorporates and reflects various perspectives, extent of research, depth of engagement with source
- Referencing (relevance/currency/application/adherence to style)

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Compare and contrast the key features of Indigenous justice and differences from the Western justice system
- Discuss the effectiveness of Indigenous justice projects in Australia and overseas
- Evaluate innovations and programs in the Indigenous justice field
- Explore best practice for the development and implementation of Indigenous cultural competency at a professional level.

2 Virtual museum

Assessment Type
Research Assignment

Task Description
Part A) Curated visual museum
· Select an Indigenous First Nation and explore the concept of Indigenous justice based on their perspective
· Collect 10 different artefacts (image/text/audio/video/other digital form) that are relevant to the chosen group
· Present these in a neat, logical order using Mozilla hubs, Canva, PPT, Prezi *(See guidance on Moodle)*
· Write reflective notes (800-1000 words total) explaining the relevance of each artefact to the course topics.
Part B) Recorded video presentation
· 8–10-minute recorded video presentation *(voice over is sufficient)*
· Use PPT, Kaltura, YouTube *(or other, so long as accessible via hyperlink/upload).*
· Guide the viewer through your museum (like a tour) explaining the relevance of each artefact to the course topics/learning outcomes.
· For each artefact be sure to answer the question - 'What does the artefact reveal/show/represent/reflect about Indigenous justice?'

Assessment Due Date
Review/Exam Week Friday (9 June 2023) 11:59 pm AEST

Return Date to Students

Within 2 weeks of submission

Weighting
30%

Assessment Criteria
Part A

- Relevance of chosen artefacts to course and chosen First Nations community
- Depth of analysis/reflection on artefacts in notes
- Visual presentation quality/coherence

Part B

- Relevance of information presented to course
- Depth of analysis of information presented
- Quality of recorded presentation

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Critically express the importance of listening to and empowering communities

3 Workbook

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
· Submit 3 chosen workbook topics from weeks 1-5 (800 words total) – due week 6
· Submit 3 chosen workbook topics from weeks 6-10 (800 words total) – due week 11
See CRIM13005 workbook on Moodle for weekly topics/questions/activities etc.

Assessment Due Date

Workbook submission #1 (weeks 1-5) due week 6: Friday 21 April by 11:59PM + Workbook submission #2 (weeks 6-10) due week 11: Friday 26 May by 11:59PM

Return Date to Students

Within 2 weeks 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

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

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

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