



# CRIM13005 *Indigenous Justice*

## Term 1 - 2024

Profile information current as at 15/05/2024 05:16 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 - 2024

- 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 SUTE qualitative student feedback

##### **Feedback**

Provide more examples of previous assignments (exemplars).

##### **Recommendation**

Exemplars to be developed by UC which reflect the general layout for each task, in addition to the instructional documents and videos that students are provided.

#### Feedback from Unit evaluation

##### **Feedback**

Clearer link to the overall degree to indicate relevance.

##### **Recommendation**

UC to embed links to other units that students are/have completed, to indicate how the topics intersect. Provide more criminal justice related examples.

#### Feedback from Feedback during workshops

##### **Feedback**

Students remarked on the inclusive and safe workshop space in which complex and sensitive topics could be discussed openly.

##### **Recommendation**

Continue to foster safe learning spaces through clear expectation setting, and inclusive language and teaching practices. Continue to role model reflexivity and encourage students to do the same through workshop and assessment reflection activities.

#### Feedback from Student feedback email

##### **Feedback**

Appreciation of the clarity of unit layout and delivery.

##### **Recommendation**

Continue to ensure that Moodle is laid out in an accessible manner, with clearly labelled sections and resources to ensure ease of navigation by students.

#### Feedback from Student feedback email

##### **Feedback**

Students appreciated the level of support and prompt communication provided by the UC.

##### **Recommendation**

Continue to embed support throughout the unit, including integrating the principles of trauma-informed pedagogy.

## 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
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### 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)

## 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](mailto:r.hale@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Planet Justice: Introduction to CRIM13005	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 - 11 Mar 2024

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) <i>Representation: Cultural Representation (2nd ed)</i> , Sage.	

### Week 3 - 18 Mar 2024

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..."." <i>Decolonising Criminology</i> . London: Palgrave Macmillan UK.	

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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<b>Extending history: The legacy of the colonisers</b>	Hand, C.A., Hanks, J., & House, T. (2012) Restorative justice: the indigenous justice system, <i>Contemporary Justice Review</i> , 15:4, 449-467, DOI: 10.1080/10282580.2012.734576	
<b>Week 5 - 01 Apr 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Analysing media: Images of Indigeneity</b>	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. <i>International Journal of Environmental Research and Public Health</i> 17.7,2362.	<b>Workbook submission 1 due</b>  <b>Workbook</b> Due: Week 5 Friday (5 Apr 2024) 11:49 pm AEST
<b>Vacation Week - 08 Apr 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
No topic	No readings	
<b>Week 6 - 15 Apr 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Contemporary colonialism: The state and structural violence</b>	Alfred, T., & Contassel, J., (2005). Being Indigenous: resurgence against contemporary colonialism. Government and opposition, 40(4), 597-614. <a href="https://doi.org/10.1111/j.1477-7053.2005.00166.x">https://doi.org/10.1111/j.1477-7053.2005.00166.x</a> 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." <i>Canadian Journal of Occupational Therapy</i> (1939) 88.2 (2021): 153-62.	
<b>Week 7 - 22 Apr 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Space and Place</b>	Blagg., A., & Anthony, T. (2019). Who Speaks for Place. In H., Blagg, & T., Anthony. <i>Decolonising criminology : Imagining justice in a postcolonial world</i> . Palgrave Macmillan UK.	

## Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Indigeneous self-determination: Conflicts and challenges</b>	Cornell., S. (2018) Justice as Position, Justice as Practice: Indigenous Governance at the Boundary. In S., Hendry. <i>Indigenous Justice : New Tools, Approaches, and Spaces</i> . Palgrave Macmillan UK. <a href="https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697">https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5398697</a> .	<b>Critical analysis essay due</b>  <b>Critical analysis piece</b> Due: Week 8 Friday (3 May 2024) 11:49 pm AEST

## Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Indigenous victims: The impact of power and corruption</b>	De Carvalho, s., Goyes, D.R., & Vegh Weis, V. (2021). Politics and Indigenous Victimization: The Case of Brazil, <i>The British Journal of Criminology</i> , Volume 61 (1), 251-271, <a href="https://doi.org/10.1093/bjc/azaa060">https://doi.org/10.1093/bjc/azaa060</a> Nicholas, L., & Thomas., S. (2022). The natural and built rural environments as victims. In R, Hale., & A., Harkness (eds). <i>Rural victims of crime</i> . Taylor & Francis.	

## Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Indigenous knowledge: Designing for justice</b>	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).	<b>Workbook submission 2 due</b>

## Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Decolonisation: The way forward</b>	Toi, S. (2018) Mana Wahine: Decolonising Governance?, in <i>Indigenous Justice : New Tools, Approaches, and Spaces</i> , edited by Jennifer Hendry, et al., Palgrave Macmillan UK. <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 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Reflections: Applying the course learnings in practice</b>	See Moodle	<b>Virtual museum paper + presentation due</b>  <b>Virtual museum</b> Due: Week 12 Monday (27 May 2024) 11:45 pm AEST

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 10 Jun 2024

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

### 1 Critical analysis piece

**Assessment Type**  
Written Assessment

### Task Description

**WORTH: 40% of overall grade**

**DUE: week 8**

Select a document/piece of writing produced by a non-indigenous group. For example, this could be a newspaper article, book chapter, historical document, legislation, policy document. *Be sure to attach a copy of the piece along with your assessment.*

Write a 1200 word essay critically analysing the piece based on the themes from the unit.

In your analysis provide an overview of:- what is being presented, whose position is being represented, how, and why is this problematic/harmful to First Nations peoples.

In your analysis, include how any (or all) of the following issues from the unit are evident in the piece:

- Indigenous misrepresentation
- Colonialism
- Postcolonialism
- Racism
- Paternalism

Incorporate current scholarly literature (minimum 6 refs) to support your analysis. Cite these in-text using APA7 and provide a full reference list at the end of the paper on a new page.

### Assessment Due Date

Week 8 Friday (3 May 2024) 11:49 pm AEST

Submit via Moodle submission box

### Return Date to Students

### Weighting

40%

### Assessment Criteria

- Appropriateness of chosen piece of writing/document /4
- Depth of critical analysis and thought /10
- Application of relevant unit terms/concepts /10
- Evidence base & research (including referencing /9
- Quality of written piece (presentation/structure/spelling/grammar) /7

### 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

**WORTH: 30%**

**DUE: WEEK 12**

### Virtual museum presentation and research paper

Select an Indigenous First Nation from somewhere outside of Australia (anywhere in the world!).

Research and explore their history, culture and the concept of justice by engaging with materials that have been produced by their community.

Collect 5 different 'artefacts' that are relevant to the chosen group and which derive from their community (\*examples of artefacts will be provided in class).

**1. RESEARCH PAPER:** Write a research based paper (1200 words total) explaining the relevance of each artefact to the First Nations community you have chosen (e.g. what is it? what does it mean to the First Nations group? why is it significant? what does it represent?)



Include at least five reliable sources to support your work. Cite sources in-text using APA7, and provide a full reference list at the end on a new page.

**2. PRESENTATION:** Share what you learned about the chosen First Nations group in a 5 minute reflective video presentation (this can be audio recorded narration over slides, or talking face to camera). In your video reflect on the experience of learning about a culture other than your own - What did you learn? What interested you the most? What did you find challenging? What are the key learnings from this activity and the unit?

#### **Assessment Due Date**

Week 12 Monday (27 May 2024) 11:45 pm AEST

Submit via Moodle submission box

#### **Return Date to Students**

#### **Weighting**

30%

#### **Assessment Criteria**

- Extent of research (including application of references) /8
- Depth of analysis and reflection /8
- Quality of paper (including referencing, spelling, grammar etc.) /7
- Quality of presentation (including verbal presentation and slides) /7

#### **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**

**SUBMISSION 1:** Select three workbook topics from weeks 1-5 to submit (300 words each entry = 900 words total)

**DUE: end of week 5 (worth 15%)**

**SUBMISSION 2:** Select three workbook topics from weeks 6-10 to submit (300 words each entry = 900 words total)

**DUE: end of week 10 (worth 15%)**

*See workbook template on Moodle for all instructions, weekly activities, and marking guide.*

#### **Assessment Due Date**

Week 5 Friday (5 Apr 2024) 11:49 pm AEST

There are two submission dates for this task (week 5 & week 10) - please see Moodle for details

#### **Return Date to Students**

#### **Weighting**

30%

#### **Assessment Criteria**

- Ability to explain and apply key unit themes and concepts /5
- Depth of responses (including research, reflection, and analysis) /5
- Quality of responses (spelling, grammar) /5

#### **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