



# ENEV12002 *Community and Indigenous Engagement*

## Term 3 - 2020

Profile information current as at 27/04/2024 05:18 am

All details in this unit profile for ENEV12002 have been officially approved by CQU University 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.

## Corrections

## General Information

### Overview

In this unit you will critique approaches to community and Indigenous engagement within the environmental management sector. You will study aspects of post-colonialism, sustainable environmental management and cultural heritage, as well as examine applied stakeholder relationships and adaptive management approaches. Drawing on transdisciplinary perspectives from Aboriginal studies, community development, history, planning, and sociology, you will learn to evaluate the requirements of community and Indigenous engagement, and develop a professional approach to this aspect of environmental management.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

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 3 - 2020

- 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. **Portfolio**

Weighting: 40%

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

Weighting: 60%

### 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 Have Your Say

**Feedback**

Students found the moodle site confusing, outdated and the recorded lectures difficult to obtain.

**Recommendation**

The Unit Coordinator will work more closely with the Lecturer to integrate and make consistent the organization of recorded and other learning materials on the moodle site. Additional checking will be done before the moodle site goes live.

#### Feedback from Have Your Say

**Feedback**

Students were in general very pleased with the lecturer, Dr Alice Buhrich, and the guest speakers.

**Recommendation**

If possible, Dr Buhrich and her guest speakers will be invited back to lecture into this unit again.

#### Feedback from Have Your Say

**Feedback**

Core concepts were not sign-posted for the assessment tasks. More timely responses to questions on the forum.

**Recommendation**

Better sign-posting through moodle organization, case study presentation and lecture presentations to indicate which core concepts should be included or considered in which assessments. The lecturer will endeavour to continue timely responses to student questions on the forum. The redesign of moodle in 2019 led to some confusion in finding the Q&A forums, this should not be the case in 2020.

#### Feedback from Have Your Say (numerical)

**Feedback**

Assessment feedback and requirements

**Recommendation**

There were no specific comments regarding this topic, but the lecturer will continue to return detailed assessment feedback and to make the assessment instructions clearer (and better linked to core concepts and learning materials as mentioned above).

#### Feedback from Have your say numerical

**Feedback**

Low feedback response rate

**Recommendation**

Students will be reminded by email to participate in the have your say feature and how to use it.

#### Feedback from Have Your Say (numerical)

**Feedback**

Assessment return

**Recommendation**

There were no specific comments regarding this topic, but the lecturer will continue to return detailed assessment feedback in a timely manner and so that it is obvious to students that their assessment has been marked and returned.

## Unit Learning Outcomes

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

1. Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
2. Identify the implications of top-down/bottom-up approaches to engagement in environmental management
3. Develop basic community and Indigenous engagement plans based on adaptive management principles
4. Prepare an engagement section of an environmental management planning report
5. Critique the key issues that shape contemporary discourses of community and Indigenous engagement.

NA

## 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 - Portfolio - 40%	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•

### 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					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 40%	•		•	•		•	•	•		
2 - Written Assessment - 60%	•	•	•	•		•	•	•		

## 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)
- ZOOM

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sherie Bruce** Unit Coordinator

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**Nathan Brooks-English** Unit Coordinator

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## Schedule

### Principles of community engagement in environmental planning (Week 1) - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Principles of community engagement in environmental planning Reading and notetaking (optional)	Cavaye, J.M. 2004 <b>Governance and community engagement</b> . In W.R Loyal and R. Shaffer (Eds.) <i>The Australian experience in participatory governance: Planning, conflict mediation and public decision making in civil society</i> . Ashgate Publishing, UK, pp 85-102.	Introduce yourself! Study guide Lecture Readings Prepare summary of readings
	Marshall, N., Steinmetz, C. and R. Zehner 2012 <b>Community participation in planning</b> . In S. Thompson and P.J. Maginn (Eds.) <i>Planning Australia</i> (2 <sup>nd</sup> Ed). Cambridge University Press, New York, pp 276-293.	

### History of community and Indigenous engagement (Week 2) - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
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History of community and Indigenous engagement	<p>Foley, G. 2010 <b>A short history of the Australian Indigenous Resistance</b> 1950-1990, Koorieweb, accessed from <a href="http://www.koorieweb.org/foley/resources/pdfs/229.pdf">http://www.koorieweb.org/foley/resources/pdfs/229.pdf</a></p> <p>Smith, B. 2008 <b>Still under the Act? Subjectivity and the State in Aboriginal North Queensland.</b> <i>Oceania</i> 78: 199-216.</p>	<p>Study guide Lecture Readings Prepare summary of readings Web search of Aboriginal language map Australia &amp; National Native Title Tribunal</p>
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### Natural Resource Management (Week 3) - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Natural Resource Management	<p>Syme, G.J., B.E. Nancarrow and J.A. McCreddin 1999 <b>Defining the components of fairness in the allocation of water to environmental and human uses.</b> <i>Journal of Environmental Management</i> 57:51-70.</p> <p>Australian Government 2017 <b>Module to the National Water Initiative (NWI) Policy Guidelines for water planning and management: Engaging Indigenous Peoples in water planning and management.</b></p>	<p>Study guide Lecture Readings Prepare summary of readings Guest Lecture: TBA</p>

### Participatory planning (Week 4) - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Participatory planning	<p>Freitas, R. 2016 <b>Cultural mapping as a development tool.</b> <i>City, Culture and Society</i> 7:9-16.</p> <p>Jeanotte, S. 2016 <b>Story-telling about place: Engaging citizens in cultural mapping.</b> <i>City, Culture and Society</i> 7:35-71.</p>	<p>Study guide Lecture Readings Prepare summary of readings</p>

### Mid Term Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Using quantitative data (Week 5) - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Using quantitative data	<p>McGinty, S. (2012). <b>Engaging Indigenous Knowledge(s) in research and practice.</b> <i>Journal of Language Studies</i> 12(1): 5-15.</p> <p>De Vaus, D. (2002). <b>Finding a Sample.</b> <i>Surveys in social research.</i> Fifth Edition, Allen &amp; Unwin, Crows Nest, NSW: 69-93.</p>	<p>Study guide Lecture Readings Prepare summary of readings</p>

### Using qualitative data (Week 6) - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Turner, D. W. (2010). **Qualitative Interview Design: A Practical Guide for Novice Investigators.** *The Qualitative Report* 15(3): 754-760.

Using qualitative data

Anguelovski, I. (2011). **Understanding the Dynamics of Community Engagement of Corporations in Communities: The Iterative Relationship Between Dialogue Processes and Local Protest at the Tintaya Copper Mine in Peru.** *Society & Natural Resources: An International Journal* 24(4): 384- 399.

Study guide  
Lecture  
Readings

## Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Indigenous engagement and conflict resolution (Week 7) - 04 Jan 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Indigenous engagement and conflict resolution	Bauman, T. (2007) <b>'You mob all agree?': the chronic emergency of culturally competent engaged Indigenous problem solving.</b> <i>Indigenous Law Bulletin</i> 6 (29)  Web resource: Aboriginal and Torres Strait Islander community histories at <a href="https://www.qld.gov.au/atsi/cultural-awareness-heritagearts/community-histories">https://www.qld.gov.au/atsi/cultural-awareness-heritagearts/community-histories</a>	Lecture Readings Prepare summary of readings

## Case study: Working alongside Aboriginal custodians in the Wet Tropics (Week 8) - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case study: Working alongside Aboriginal custodians in the Wet Tropics	Buhrich, A., S. McIntyre-Tamwoy and S. Greer 2019) <b>Working alongside: Community archaeology in post-native title Australia. Transforming Heritage Practise in the 21<sup>st</sup> Century: Contributions from community archaeology.</b> One World Archaeology Series.	Lecture Reading  <b>Reading summary and analysis</b> Due: Week 8 Monday (11 Jan 2021) 11:45 pm AEST

## Case study: Indigenous engagement James Price Point (Week 9) - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case study: Indigenous engagement James Price Point	Mitchell, N. and Anderson, J., 1980. <i>Kubara</i> . St. Lucia, Qld.:University of Queensland, Department of Anthropology and Sociology.	Readings Interview Video Lecture

## Case study: Bush Heritage Australia (Week 10) - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case study: Bush Heritage Australia	Conservation planning in a crosscultural context: the Wunambal Gaambera Healthy Country Project in the Kimberley, Western Australia.	Lecture Video Reading

## Evaluating success in community engagement (Week 11) - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Evaluating success in community engagement	Sufian, M. et al (2011) <b>Program Evaluation and Evaluating Community Engagement.</b> In M. Silberberg, J. Cook, C. Drescher, D. McClosley, S. Weaver and L. Ziegahn (Eds) <i>Principles of Community Engagement</i> 2 <sup>nd</sup> Ed, Department of Health and Human Services Publication, Washington.	Study guide Lecture Readings
	Douglas Shire Council (2014) <b>Community Engagement Guide and Tools</b> , Douglas Shire Council Publication, Mossman, Queensland.	

**Course review (Week 12) - 08 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Course Review	Community Planning Toolkit	Readings Lecture  <b>Community engagement strategy</b> Due: Week 12 Monday (8 Feb 2021) 11:45 pm AEST

**Exam Week - 15 Feb 2021**

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

### 1 Reading summary and analysis

**Assessment Type**

Portfolio

**Task Description**

Prepare a portfolio that summarises and discusses peer reviewed journal articles on the theme of Community and Indigenous Engagement.

1. Summarise three peer reviewed journal articles using the principles of reading scientific writing discussed in Week 1 (Lecture 1b 'Reading and note taking').
2. Prepare a short introduction that sets the context of the portfolio and identifies the main issues.
3. Write a brief discussion that draws links between the content of the papers and the concepts studied in weeks 1 to 4.

Assessment criteria:

10% Presentation - the report is clearly presented, easy to follow, with all the essential elements included in the title page (name, date, title, course number, assessment number). Correct grammar, spelling and punctuation should be used throughout the report.

15% Introduction - this should provide context and identification of main issues.

30% Summary of readings (10% for each reading) - one reading per page, discusses the aim of the paper, take-home message, an example from reading (if relevant) and your own interpretation, critical evaluation or comment.

20% Discussion - highlights the main points, compares information from two or more sources (the sources include the readings), links papers to course content and concepts. Includes a brief conclusion.

5% Referencing - follows the Harvard style in-text, as headings for each article and in the list of references.

20% participation in discussion groups.

The report should be submitted online through Moodle.

There will be a ZOOM forum to discuss Assessment 1. Attendance is optional. This will be a Q & A session for any questions about Assessment 1.

**Assessment Due Date**

Week 8 Monday (11 Jan 2021) 11:45 pm AEST

**Return Date to Students**

Week 10 Monday (25 Jan 2021)

11:45 pm

## Weighting

40%

## Minimum mark or grade

Minimum mark or grade - A grade of 50% or higher must be obtained to complete the unit

## Assessment Criteria

Marks for this assessment will be awarded as follows:

- 20% for participation in a group discussion (either in online forum or in real-time on zoom). Consideration will be given to the quality of your contributions - did you address the topic and demonstrate engagement with the reading material and the class discussion.
- 10% Presentation - the reading summary and analysis is clearly presented, easy to follow, with all the essential elements included in the title page (name, date, title, course number, assessment number). Correct grammar, spelling and punctuation must be used.
- 15% Introduction - context and identification of main issues.
- 30% Summary of readings (10% for each reading) - one reading per page, discusses aim of paper, take home message, example from reading (if relevant) and your own interpretation, judgement or comment.
- 20% Discussion - highlights the main points, compares information from 2 or more sources, links papers to course content. Includes a brief conclusion.
- 5% Referencing - follows the Harvard style in-text, as headings for each article and in list of references.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Upload your assessment using CQU assessment upload via Moodle.

## Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental management
- Develop basic community and Indigenous engagement plans based on adaptive management principles

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# 2 Community engagement strategy

## Assessment Type

Written Assessment

## Task Description

Community Engagement Strategy

This assessment requires students to write one 2000 (+/- 10%) word 'Community Engagement Strategy' report.

Develop a Community Engagement Strategy for one of the following fictional scenario's. The locations are real, to give some context, but the scenarios are fictional (details of each scenario will be provided).

A dengue mosquito eradication program in a suburb of Rockhampton

Managing turtle nesting sites at Ella Bay with relevant stakeholders

Developing a revegetation corridor of native plant species in Peterson Creek, Yungaburra

Format: Write a report using the format below. The format can be adapted as needed as long as it contains the essential components.

Essential Components

1. Title page: title, your name, course name, date
2. Table of contents
3. Introduction: Include the principles and aims of your CIE Strategy, definitions, benefits and risks of CIE to this project.
4. Location/background to project: use the information from the links provided

## 5. The stakeholders

Who are the stakeholders

Is there a priority of stakeholders

Indigenous stakeholders: who are the native title holders, are there other Indigenous people that should be included not represented in the native title process

Special interest groups: flora, fauna, NGO's, scientists

Others: Neighbours, Tourists, Government

## 6. Strategies for engaging stakeholders:

This should be based on your readings and learning from the unit.

Include references using the Harvard system.

Are your proposed strategies qualitative, quantitative or both.

Additional information can go in the Appendices. For example, if you recommend using a questionnaire, this could be included as an Appendix. Make sure you consider how a questionnaire would be distributed.

If you suggest interviews, would these be phone or face-to-face or another method? How would you select the interviewees? Would they be reimbursed for their time?

Timeframe: are there steps in the methodology you propose, what comes first, how long between events.

Feedback: Will the results of the project be provided back to the stakeholders, if so, how?

7. Discussion and conclusion: In the discussion, you can go into more detail about the implications of your recommendations, including weighing up options and identifying limitations (such as funding, resources, other issues).

The conclusion can be a summary of your recommendations, in dot points.

## 8. References

### 9. Appendices (if required)

Tips for setting out the Community Engagement Strategy

Use dot points where appropriate.

Use figures, maps and tables.

Use Headings and Sub-headings to help guide the reader and the writer.

How you will be marked

Presentation: grammar, formatting, layout, referencing 10%

Introduction: 10%

Location and background: 10%

The Stakeholders 20%

Recommended strategies 30%

Discussion and Conclusion 20%

ZOOM forums to discuss Assessment 2 is scheduled in Week 10. Attendance is optional. The zoom session will be a Q & A sessions for any questions about Assessment 2.

## Assessment Due Date

Week 12 Monday (8 Feb 2021) 11:45 pm AEST

## Return Date to Students

Exam Week Monday (15 Feb 2021)

## Weighting

60%

## Minimum mark or grade

Minimum mark or grade - A grade of 50% or higher must be obtained to complete the unit

## Assessment Criteria

Marks for this assessment will be awarded as follows:

- 20% Presentation - grammar, formatting, layout, word count, referencing.
- 10% Introduction - includes the principles and aims of your Community Engagement Strategy, definitions, benefits and risks of CIE to this project.
- 20% Background and Stakeholders - Location of proposed project, who are the key stakeholders, is there a priority of stakeholders.
- 30% Recommended strategies - these can be quantitative, qualitative or a combination of both. They should be based on your readings, lectures and study guide.
- 20% Discussion and conclusion.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental management
- Develop basic community and Indigenous engagement plans based on adaptive management principles
- Prepare an engagement section of an environmental management planning report
- Critique the key issues that shape contemporary discourses of community and Indigenous engagement.

## Graduate Attributes

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

## 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