



ENEV12002 *First Nations and Community Engagement*

Term 3 - 2022

Profile information current as at 24/04/2024 09:42 pm

All details in this unit profile for ENEV12002 have been officially approved by CQUiversity 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 critique approaches to First Nations and community engagement within the environmental and agricultural management sector. You will study aspects of post-colonialism, sustainable environmental and agricultural management and cultural heritage, as well as examine applied stakeholder relationships and adaptive management approaches. Drawing on transdisciplinary perspectives from First Nations studies, community development, history, planning, and sociology, you will learn to evaluate the requirements of First Nations and community engagement, and develop a professional approach to this aspect of environmental and agricultural 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 - 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. **Group Discussion**

Weighting: Pass/Fail

2. **Case Study**

Weighting: 40%

3. **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 Student feedback.

Feedback

Students appreciated the firsthand First Nations perspective given by the Unit Coordinator.

Recommendation

Continue involvement of First Nations' people in the teaching team.

Unit Learning Outcomes

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

1. Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
2. Identify the implications of top-down/bottom-up approaches to engagement in environmental and agricultural management
3. Develop basic First Nations and community engagement plans based on adaptive management principles
4. Prepare an engagement section of an environmental and agricultural management planning report
5. Critique the key issues that shape contemporary discourses of First Nations and community 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 - Group Discussion - 0%	•	•			•
2 - Case Study - 40%	•	•			
3 - 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					

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

Amie Anastasi Unit Coordinator
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Sherie Bruce Unit Coordinator
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Schedule

Principles of community engagement in environmental planning (Week 1) - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Principles of community engagement in environmental planning Reading and notetaking (optional)	Cavaye, J.M. 2004 Governance and community engagement . 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 Community participation in planning . In S. Thompson and P.J. Maginn (Eds.) <i>Planning Australia</i> (2 nd Ed). Cambridge University Press, New York, pp 276-293.	

History of community and Indigenous engagement (Week 2) - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
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History of community and Indigenous engagement	<p>Foley, G. 2010 A short history of the Australian Indigenous Resistance 1950-1990, Koorieweb, accessed from http://www.koorieweb.org/foley/resources/pdfs/229.pdf</p> <p>Smith, B. 2008 Still under the Act? Subjectivity and the State in Aboriginal North Queensland. <i>Oceania</i> 78: 199-216.</p>	<p>Study guide Lecture Readings Prepare summary of readings Web search of Aboriginal language map Australia & National Native Title Tribunal</p>
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Natural Resource Management (Week 3) - 21 Nov 2022

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

Participatory planning (Week 4) - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Participatory planning	<p>Freitas, R. 2016 Cultural mapping as a development tool. <i>City, Culture and Society</i> 7:9-16.</p> <p>Jeanotte, S. 2016 Story-telling about place: Engaging citizens in cultural mapping. <i>City, Culture and Society</i> 7:35-71.</p>	<p>Study guide Lecture Readings Prepare summary of readings</p> <p>Group discussion and quiz Due: Week 4 Friday (2 Dec 2022) 11:59 pm AEST</p>

Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Using quantitative data	<p>McGinty, S. (2012). Engaging Indigenous Knowledge(s) in research and practice. <i>Journal of Language Studies</i> 12(1): 5-15.</p> <p>De Vaus, D. (2002). Finding a Sample. <i>Surveys in social research.</i> Fifth Edition, Allen & Unwin, Crows Nest, NSW: 69-93.</p>	<p>Study guide Lecture Readings Prepare summary of readings</p> <p>Case Study Due: Week 5 Friday (16 Dec 2022) 11:59 pm AEST</p>

Using qualitative data (Week 6) - 19 Dec 2022

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 - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous engagement and conflict resolution (Week 7) - 02 Jan 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Indigenous engagement and conflict resolution	<p>Bauman, T. (2007) 'You mob all agree?': the chronic emergency of culturally competent engaged Indigenous problem solving. <i>Indigenous Law Bulletin</i> 6 (29)</p> <p>Web resource: Aboriginal and Torres Strait Islander community histories at https://www.qld.gov.au/atsi/cultural-awareness-heritagearts/community-histories</p>	<p>Lecture Readings Prepare summary of readings</p>

Case study: Working alongside Aboriginal custodians in the Wet Tropics (Week 8) - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Case study: Working alongside Aboriginal custodians in the Wet Tropics	<p>Buhrich, A., S. McIntyre-Tamwoy and S. Greer 2019) Working alongside: Community archaeology in post-native title Australia. Transforming Heritage Practise in the 21st Century: Contributions from community archaeology. One World Archaeology Series.</p>	<p>Lecture Reading</p>

Case study: Indigenous engagement James Price Point (Week 9) - 16 Jan 2023

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

Case study: Bush Heritage Australia (Week 10) - 23 Jan 2023

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

Evaluating success in community engagement (Week 11) - 30 Jan 2023

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

Course review (Week 12) - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
Course Review	Community Planning Toolkit	Readings Lecture Stakeholder Engagement Plan Due: Week 12 Friday (10 Feb 2023) 11:59 pm AEST

Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Group discussion and quiz

Assessment Type

Group Discussion

Task Description

This is a two part assessment piece that will be graded Pass/Fail.

Part 1:

A group discussion will be held during class time to facilitate conversation about terminology and highlight current challenges facing First Nation's peoples in Australia today. This group discussion will give you an opportunity to ask the questions you have never had a chance to ask before and help support you in completing your Case Study assessment piece.

Part 2:

You must complete Part 1 in order to be able to complete Part 2 of this assessment.

An online multiple choice and short answer quiz about First Nation terminologies, challenges and First Nations perspectives will be available on the Moodle site. This quiz include topics such as key indicators of First Nations disadvantage.

Assessment Due Date

Week 4 Friday (2 Dec 2022) 11:59 pm AEST

Return Date to Students

Week 5 Friday (16 Dec 2022)

Weighting

Pass/Fail

Assessment Criteria

You will be assessed on completeness and correctness of your answers to the questions in the online quiz. All quiz topics will be covered during the group discussion.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental and agricultural management
- Critique the key issues that shape contemporary discourses of First Nations and community engagement

2 Case Study

Assessment Type

Case Study

Task Description

In this assessment piece, you will firstly chose the topic that you will examine for your final written assessment piece in this unit. A list of topics will be provided on the Moodle site during term.

Alternatively, you may pick another topic subject to Unit Coordinator approval.

You will complete initial research into the topic, including, but not limited to (as relevant):

- Evidence of Native Title
- Identification of stakeholders and priorities
- Location and background to the project and/or group
- History of the area including original First Nations peoples
- Principles and aims of your community engagement strategy (an outline of your written assessment)

The word limit for this assessment is 1000 words.

Further detail will be provided on the Moodle site and in class throughout the term.

Assessment Due Date

Week 5 Friday (16 Dec 2022) 11:59 pm AEST

Return Date to Students

Week 8 Friday (13 Jan 2023)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Marks for this assessment will be awarded as follows:

- 20% Presentation - grammar, formatting, layout, word count, referencing.
- 10% Introduction.
- 50% Content that addresses the initial research topic requirements.
- 20% Discussion and conclusion.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental and agricultural management

3 Stakeholder Engagement Plan

Assessment Type

Written Assessment

Task Description

Your final written assessment is a Stakeholder Engagement Plan that will incorporate details you have learned throughout term.

The word limit for your Stakeholder Engagement Plan is 2000 (+/- 10%) words.

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, unit name, date
2. Table of contents
3. Introduction: Include the principles and aims of your strategy, definitions, benefits and risks to this project.
4. Detail that you included in your Case Study assessment piece (you will need to make updates to this information for this assessment piece).
5. Strategies for engaging stakeholders
6. Discussion and conclusion
7. References
8. Appendices (if required)

Further detail will be provided on the Moodle site and in class throughout the term.

Assessment Due Date

Week 12 Friday (10 Feb 2023) 11:59 pm AEST

Return Date to Students

After Certification of Grades.

Weighting

60%

Minimum mark or grade

50%

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 Engagement Strategy, definitions, benefits and risks 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 First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental and agricultural management
- Develop basic First Nations and community engagement plans based on adaptive management principles
- Prepare an engagement section of an environmental and agricultural management planning report

- Critique the key issues that shape contemporary discourses of First Nations and community engagement

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