



INDG11006 Education and Learning: Colonisation and Decolonisation in the Cultural Interface

Term 2 - 2020

Profile information current as at 17/04/2024 09:36 pm

All details in this unit profile for INDG11006 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

You will deeply consider education and learning in the cultural interface, that is where Indigenous and non-Indigenous cultures have met and continue to meet. As you journey through the unit, you develop your awareness on: how rights of Indigenous Australians were disregarded under colonisation; Indigenous peoples' struggle for justice; and how non-Indigenous colonial systems have resisted ceding control. You reflect critically and ethically on non-Indigenous systems; the need for decolonisation and how to enable the rights of First Nation people, as defined by (UNDRIP- United Nations Declaration of the Rights of Indigenous Peoples). Your learning journey is one of knowledge acquisition and enabling your critical and ethical reflection as you deeply consider colonisation and then decolonisation, including the role of discourse in this space. In this unit you will develop your conceptual thinking to enable the ideas in the unit to foster your future role as an active and socially innovative citizen and professional, capable of decolonisation and so fostering a more just society where First Nation rights, and non-Indigenous awareness and obligations, are brought to the fore.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 2 - 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. **Written Assessment**

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](#).

Unit Learning Outcomes

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

1. Demonstrate a respectful understanding of learning, education and colonisation of First Nation Australian peoples in the cultural interface
2. Analyse and engage in critical ethical reflection to show awareness of how colonisation enables/d non-Indigenous cultural hegemony, including the role of discourse
3. Critically engage with the concepts of the cultural interface and decolonisation in analysis of First Nation peoples' human rights and non-Indigenous peoples ethical obligations in the context of learning
4. Critically and ethically engage with the concept of decolonisation in education and learning.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 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)
- Microsoft Office

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

Vicki Pascoe Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: An overview: Australian Aboriginal and Torres Strait Islander societies before the First Fleet 1788.		

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Early days of European occupation - behind the frontier <ul style="list-style-type: none">• Prior to invasion• Post invasion; values and attitudes of colonisers		

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Story/ his-story: language and power Oral history A discussion of language power and perspective A discussion of 'terra nullius' and sovereignty		

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: **language, politics & power: forming a nation & nationalism**

- The Frontier Wars, massacres to assimilation;
- Integration to Reconciliation: 1970's onwards;
- terra nullius considered & his-story considered

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module: 5 **Identity: language & perspective inc Ros Moriarty's book**

- Personal Identity & power to define;
- Identity & language of exclusion;
- Stolen Generations: attempt at stealing ID;
- 'taken for granted language' & Ros Moriarty
- The politics of claiming an Aboriginal identity in Australia.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Content Analysis Report Due: Vacation Week Wednesday (19 Aug 2020) 11:45 pm AEST

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: **Culture & Cultural Interface: the classroom & the colonial mind**

- Culture, culture changes
- What does it mean to live on Indigenous land?;
- Social and cultural reproduction;
- Cultural interface: & NI school culture and community;

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7: **Critical thinking on culturally responsive pedagogy**

- What is a learning style?;
- Critical thinking around culture and racism
- Babakiueria.
- Aboriginal learning styles, racism and Culturally Responsive Pedagogy
- Lecture by Professor Rigney
- Stereotypes of cultural and learning differences;
- Bothways philosophy;
- What works and other approaches;
- General Blog discussion.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8: **Learning race and racism**

- What is race and racism?;
- The concept and historical impacts of whiteness;
- Addressing racism or the racist?;
- The making of a racist;
- Beyond identity

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Aboriginal learning in rural/remote, urban/metropolitan contexts & decolonisation <ul style="list-style-type: none">• REMOTE areas• Decolonisation• Aboriginal education on reserves and missions		

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Restorative Justice as a path to reconciliation? the language of 'other' <ul style="list-style-type: none">• restorative justice & reconciliation;• Being Sorry;• Australia Day & Date• Uluru: Statement from the Heart• When truth, justice, mercy and peace embrace ethics		

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Sharing place & what that might mean <ul style="list-style-type: none">• The failure of reconciliation & hope of restorative justice		

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unit review		Essay Due: Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Content Analysis Report

Assessment Type

Written Assessment

Task Description

Content Analysis Report - 40%

DUE: 19 August 2020, 11:45 PM AEST

The purpose of this assessment is for you to demonstrate your awareness of the representation

of Aboriginal and/ or Torres Strait Islander Australians in contemporary media and the overt and covert messages the media convey. Through a *content analysis of the articles* you will investigate and critically analyse the portrayal of Australia's First Nations people and consider the social and cultural reproduction in Australian media articles (You may also consider the media outlets for these stories/reports- if appropriate). You should write 1600 words in total (about the articles) in the format of a written report.

Your report will be assessed on quality of your engagement with appropriate articles; quality and capacity to make links to the unit content and readings; your research on representation of Indigenous Australians; and your conclusion/s. You are required to have a bibliography that includes as a minimum: date, title, media outlet and, if possible author of the media article. You have a choice of two questions for this assessment piece. Choose only 1 question.

Choice 1

Select 4 news articles about Aboriginal and/ or Torres Strait Islander Australians, events or issues from Australian news outlets (e.g. newspapers). You are to provide a critical analysis of these articles. You are to include an introduction outlining the content; a content analysis that considers the representation including the language/ discourse. After you have completed the content analysis of each of the 4 articles you then write a summary conclusion of your findings. You may do the summary conclusion individually (article by article) or in groups; or collectively (considering the 4 articles together).

- You are welcome to source your articles on-line (include the article website location address in you report) or in hard copy (include the hard copies in an appendix to your report).
- A bibliography is required for each article (include as far as possible the source, date, title and author).
- See advice below choice 2 to guide your work.

Choice 2

Select two media articles that offer differing perspectives on Indigenous Australians. The articles you chose should be of sufficient length and quality to enable you to undertake a detailed content analysis and comparison of the two pieces of writing or visual representations. The articles you select must provide contrasting perspectives on the same or a similar topic/theme. Critically discuss each article and consider the use of language. Then compare and contrast the content and how they portray Aboriginal and/ or Torres Strait Islander Australians peoples and/or their/your history and culture. Comparing means exploring both similarities and differences.

Advice

Here are some examples of the issues your media analysis in question 1 or 2 could consider:

- Does the article portray a negative or positive image?
- How much space is devoted to the article; is it in a prominent or less obvious position, and what does this impute?
- How accurate do you believe the story was?
- What media outlet did the article appear in and how is this relevant?
- Is the article implying a hidden message about Indigenous people? If so how or why?
- Does the article reinforce any stereotypes: if so are they positive or negative or ambiguous?
- Is there overt or covert racism?
- Does the language 'other' Indigenous Australian people- if so how?
- Other issues or questions about the article you consider are important.

Remember there is a 1600 word count.

Assessment Criteria - as per the Assessment 1 Criteria Cover Sheet.

Assessment Due Date

Vacation Week Wednesday (19 Aug 2020) 11:45 pm AEST

Return Date to Students

Week 7 Wednesday (2 Sept 2020)

Weighting

40%

Assessment Criteria

Your report will be assessed on quality of your engagement with appropriate articles; quality and capacity to make links to the unit content and readings; your research on representation of Indigenous Australians; and your skills of analysis and your conclusion/s. *Attention to grammar and spelling is expected to be a university standard. Word length: 1600 words.*

You must download the exact marking criteria as provided in Moodle.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate a respectful understanding of learning, education and colonisation of First Nation Australian peoples in the cultural interface
- Analyse and engage in critical ethical reflection to show awareness of how colonisation enables/d non-Indigenous cultural hegemony, including the role of discourse
- Critically engage with the concepts of the cultural interface and decolonisation in analysis of First Nation peoples' human rights and non-Indigenous peoples ethical obligations in the context of learning
- Critically and ethically engage with the concept of decolonisation in education and learning.

Graduate Attributes

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

2 Essay

Assessment Type

Written Assessment

Task Description

To gain awareness of Aboriginal and Torres Strait Islander Australians and their cultures, it is important to understand how the past may influence the lived experience of First Nations people in contemporary Australian society. The past also impacts on how many non-Indigenous people interact with First Australians- learnings are powerful, endure and have to be seen to be changed. Write a 2000 word academic essay on ONE of the following topics:

1. Identify three major policies or practices that have been discussed in the unit. Your major focus should be to describe and critically analyse each policy/practice for its impact on First Nation Australians. Finally, critically reflect on the impact of these policies/practices (collectively or individually) on relationships and learnings between First Nation and non-Indigenous Australians. Your conclusion should include an ethical reflection on the policies/ practices you have reviewed and how your 'learnings' will enable your practice.
2. You are an educator in your current citizenry and in your profession or future profession. The unit's content should have had an impact on your thinking and understanding. With reference to the unit content, unit literature and broader literature, describe and critically discuss three or four themes/subjects from the unit . Finally, as part of your conclusion, ethically reflect on how

your thinking has changed your understanding and how you envisage your new knowledge will influence your practice.

3. Drawing on academic literature, outline and critically reflect on: the premises of 'terra nullius' when proclaimed; and the key reasons terra nullius was overthrown in the High Court. Then briefly outline the key requests of the Uluru Statement from the Heart. Finally, in the context of both discussions, critically and ethically reflect on your view of a just constitutional future for non-Indigenous and First Nation Australians.

Students need to research the literature and use at least five sources for their assignment. All sources used must be accurately referenced using APA. Weight: 60%. Due Date: Wednesday 7 October 2020.

Assessment Due Date

Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Return Date to Students

Exam Week Tuesday (20 Oct 2020)

Weighting

60%

Assessment Criteria

Content -

Presentation and Development: of main points and arguments/ approach relevant to topic.

Use of key concepts: from the unit relevant to the topics.

Introduction: state aims, purpose, structure and background of the paper.

Breadth of reading: a minimum of FIVE sources (can include books, journals, websites).

Analysis of major findings: use of appropriate examples and supporting evidence points or arguments presented.

Conclusion: Coming to a final position on the topic with overview and summary of main points/ arguments of paper.

Presentation -

Attention to Grammar and Spelling: including paragraph structure and clarity of expression.

Legibility and Format: line spacing, font, margins, style, etc.

Word length: 2000 words.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate a respectful understanding of learning, education and colonisation of First Nation Australian peoples in the cultural interface
- Analyse and engage in critical ethical reflection to show awareness of how colonisation enables/d non-Indigenous cultural hegemony, including the role of discourse
- Critically engage with the concepts of the cultural interface and decolonisation in analysis of First Nation peoples' human rights and non-Indigenous peoples ethical obligations in the context of learning
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Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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