



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

## Term 2 - 2021

Profile information current as at 16/04/2024 02:57 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 - 2021

- 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](#).

## 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 re Moodle

**Feedback**

Too many readings

**Recommendation**

It is recommended to reduce the number of readings and create an e-reading list to align with CQU renew.

#### Feedback from Student evaluation

**Feedback**

Assessment instructions unclear and wordy

**Recommendation**

It is recommended to refine assessment instructions so that they are clear and concise.

#### Feedback from Student evaluation

**Feedback**

Moodle page cluttered

**Recommendation**

It is recommended to tidy up Moodle so that it is not cluttered.

## 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

[v.pascoe@cqu.edu.au](mailto:v.pascoe@cqu.edu.au)

## Schedule

### Week 1 Australia pre-invasion - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: <b>An overview: Australian Aboriginal and Torres Strait Islander societies before the First Fleet 1788.</b>		Post contribution to general discussion forum

### Week 2 Early days of European occupation - Behind the Frontier - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: • Prior to invasion • Post invasion; values and attitudes of colonisers	Pilger, J. Utopia	Post contribution to general discussion forum

### Week 3 Story/His-story: Language and Power - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Oral history A discussion of language power and perspective A discussion of 'terra nullius' and sovereignty		Post contribution to general discussion forum

### Week 4 Language, Politics and Power: Forming a Nation and Nationalism - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: • The Frontier Wars, massacres to assimilation; • Integration to Reconciliation: 1970's onwards; • terra nullius considered & his-story considered		Post contribution to general discussion forum

### Week 5 Identity: Language and Perspective - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module: 5 • Personal Identity & power to define; • Identity & language of exclusion; • Stolen Generations: • 'taken for granted language' • The politics of claiming an Aboriginal identity in Australia.		Post contribution to general discussion forum

**Vacation Week - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 due Wednesday 18th August 11.45pm
		<b>Content Analysis Report</b> Due: Vacation Week Wednesday (18 Aug 2021) 11:45 am AEST

**Week 6 - Culture and Cultural interface: the classroom and the colonial mind - 23 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: <ul style="list-style-type: none"> <li>• Culture, culture changes</li> <li>• What does it mean to live on Indigenous land?;</li> <li>• Social and cultural reproduction;</li> <li>• Cultural interface: &amp; NI school culture and community;</li> </ul>		Post contribution to general discussion forum

**Week 7 Critical thinking on culturally responsive pedagogy - 30 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: <ul style="list-style-type: none"> <li>• What is a learning style?;</li> <li>• Critical thinking around culture and racism</li> <li>• Aboriginal learning styles, racism and Culturally Responsive Pedagogy</li> <li>• Stereotypes of cultural and learning differences;</li> <li>• Bothways philosophy;</li> <li>• What works and other approaches</li> </ul>		Post contribution to general discussion forum

**Week 8 Learning race and racism - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: <ul style="list-style-type: none"> <li>• What is race and racism?;</li> <li>• The concept and historical impacts of whiteness;</li> <li>• Addressing racism or the racist?;</li> <li>• The making of a racist;</li> <li>• Beyond identity</li> </ul>		Post contribution to general discussion forum

**Week 9 First Nations Learning in rural/remote, urban/metropolitan contexts and decolonisation - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: <ul style="list-style-type: none"> <li>• Rural/remote, urban/metropolitan contexts</li> <li>• Decolonisation</li> <li>• First Nations education on reserves and missions</li> </ul>		post contribution to general discussion forum

**Week 10 Restorative justice as a path to reconciliation? The language of 'other' - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: <ul style="list-style-type: none"> <li>• restorative justice &amp; reconciliation;</li> <li>• Being Sorry;</li> <li>• Australia Day &amp; Date</li> <li>• Uluru: Statement from the Heart</li> <li>• When truth, justice, mercy and peace embrace ethics</li> </ul>		Post contribution to general discussion forum

**Week 11 sharing place and what that means - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic

Module 11:

- The failure of reconciliation & hope of restorative justice

Post contribution to general discussion forum

### Week 12 Reflections and Review - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Unit review		Post contribution to general discussion forum Assessment 2 due Wednesday 6th October 11.45pm  <b>Academic Essay</b> Due: Week 12 Wednesday (6 Oct 2021) 11:45 pm AEST

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 18 Oct 2021

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: 18 August 2021, 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. Select 3 articles, 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. Write 1,600 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.

Select 3 news articles about Aboriginal and/ or Torres Strait Islander Australians, events or issues from Australian news outlets (e.g. newspapers). Provide a critical analysis of these articles. Include an introduction outlining the content. After you have completed the content analysis of each of the 3 articles you then write a summary conclusion of your findings. You may do the summary conclusion individually (article by article) or collectively (considering the 3 articles together).

You can source your articles on-line

A reference is required for each article (include as far as possible the author, date, title and source). Include a link to the article or attach them to the back of your content analysis report as an appendix.

#### Advice

Here are some examples of the issues your media analysis 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.

**WORD COUNT:** The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text referencing, direct quotations and words contained within tables that are in the body of the assignment.

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

**Assessment Due Date**

Vacation Week Wednesday (18 Aug 2021) 11:45 am AEST  
Submit via Moodle

**Return Date to Students**

Week 7 Wednesday (1 Sept 2021)  
Return via Moodle

**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.*

**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 Academic 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. Write a 2000 word academic essay on **ONE** of the following topics

- 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. Attach as an appendix one of your discussion forum posts which outlines your reflections on the policies or practices.

### OR

- 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. Attach as an appendix one of your discussion forum posts which outlines your reflections on terra nullius or the Uluru Statement from the Heart.

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 6 October 2021.

### Assessment Due Date

Week 12 Wednesday (6 Oct 2021) 11:45 pm AEST  
submit via Moodle

### Return Date to Students

Exam Week Wednesday (20 Oct 2021)  
return via Moodle

### 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
- 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

## 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