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

Term 2 - 2023

Profile information current as at 12/10/2024 05:15 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 - 2023

- 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 SUTE

Feedback

Feedback was received questioning whether discussion forum requirements should be compulsory,

Recommendation

Review discussion forum requirements to ensure appropriate student engagement and authenticity.

Feedback from SUTE

Feedback

Feedback was received that more actionable feedback and clearer assessment criteria was required.

Recommendation

Review feedback and assessment criteria and update and refresh where appropriate.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

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)
- Microsft 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

Bron McFarlane Unit Coordinator
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Schedule

Week 1 Australia pre-invasion - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: An overview: Australian First Nations societies before the First Fleet of 1788.	weekly e-reading list	Post contribution to general discussion forum

Week 2 Early days of European occupation - Behind the Frontier - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Post invasion; values and attitudes of colonisers	weekly e-reading list	Post contribution to general discussion forum

Week 3 Story/His-story: Language and Power - 24 Jul 2023

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	weekly e-reading list	Post contribution to general discussion forum

Week 4 Language, Politics and Power: Forming a Nation and Nationalism - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: The Frontier Wars Massacres to assimilation Nationalism Integration to Reconciliation: 1970's onwards;	weekly e-reading list	Post contribution to general discussion forum

Week 5 Identity: Language and Perspective - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module: 5 Personal identity and the power to define Identity and the language of exclusion Stolen Generations The politics of claiming a First Nations identity in Australia	weekly e-reading list	Post contribution to general discussion forum

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Vacation break week		Assessment 1 due Thursday 18th August 11.45pm **Content Analysis Report** Due: Vacation Week Friday (18 Aug 2023) 11:45 pm AEST

Week 6 - Culture and Cultural interface: the classroom and the colonial mind - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Culture dynamics What does it mean to live on First Nations land? Social and cultural reproduction The Cultural interface: the centre of two-way communication	weekly e-reading list	Post contribution to general discussion forum

Week 7 Critical thinking on culturally responsive pedagogy - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Critical thinking around culture and racism Racism and Culturally Responsive Pedagogy Stereotypes of cultural and learning differences	weekly e-reading list	Post contribution to general discussion forum

Week 8 Learning race and racism - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: The social construction of race The concept and historical impacts of whiteness and privilege Racism in the curriculum	weekly e-reading list	Post contribution to general discussion forum

Week 9 First Nations Learning in rural/remote, urban/metropolitan contexts and decolonisation - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Rural/remote, urban/metropolitan context Decolonisation First Nations education on reserves and missions	weekly e-reading list	post contribution to general discussion forum

Week 10 Restorative justice as a path to reconciliation? The language of 'other' - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Restorative justice & reconciliation Being Sorry Australia Day & Date The Uluru Statement from the Heart	weekly e-reading list	Post contribution to general discussion forum

Week 11 sharing place and what that means - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Truth, justice and ethics in Australia	weekly e-reading list	Post contribution to general discussion forum

Week 12 Reflections and Review - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Unit review and ethical reflections. What do we now know?	weekly e-reading list	Post contribution to general discussion forum Assessment 2 due Thursday 6th October 11.45pm **Academic Essay** Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST
Review/Exam Week - 09 Oct 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
No exam		
Exam Week - 16 Oct 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Content Analysis Report

Assessment Type
Written Assessment

Task Description
Content Analysis Report - 40%
DUE: 18 August 2023, 11:45 PM AEST
The purpose of this assessment is for students to demonstrate awareness of the representation of First Nations Australians in contemporary media and the overt and covert messages the media convey. Select 3 articles, through a *content analysis of the articles,* students 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.**
The report will be assessed on the quality of engagement with appropriate articles; quality and capacity to make links to the unit content and readings; the research on the representation of First Nations Australians; and conclusion/s.
Select 3 news articles about First Nations 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, 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 where possible the author, date, title and source). Include a link to the articles or attach them to the back of your content analysis report as an appendix.

Advice
Here are some examples of the issues the 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 indicate?
How accurate do you believe the story is?
What media outlet did the article appear in and how is this relevant?
Is the article implying a hidden message about First Nations 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' First Nations people- if so how?
Other issues or questions about the article you consider important.

All sources used must be accurately referenced using APA. Weight: 40%. Due Date: 18th August 2023 11.45pm

Assessment Due Date
Vacation Week Friday (18 Aug 2023) 11:45 pm AEST

via Moodle

Return Date to Students
Week 7 Friday (1 Sept 2023)

Return via Moodle

Weighting
40%

Assessment Criteria

Your report will be assessed on:

Use of correct terminology throughout;

the quality of engagement with appropriate articles;

quality and capacity to make links to the unit content and readings;

research on the representation of First Nations people;

skills of analysis and

final conclusion/s.

Word limit 1600 words presented in report format. weight 40% due Fri, 18th August 11.45pm

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit word document via Moodle

assessmentOutcome

- 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.

assessmentGradAttribute

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

2 Academic Essay

Assessment Type
Written Assessment

Task Description
To gain awareness of First Nations people 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 mainstream Australians interact with First Nations Australians. Write a 2000 word academic essay on **ONE** of the following topics:

- Identify three 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 between First Nation people and mainstream 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 proclamation of Terra Nullius; 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 a just constitutional future for all Australians. Attach as an appendix one of your discussion forum posts which outlines your reflections on Terra Nullius and 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: Friday 6th October week 12 11.45pm.

Assessment Due Date
Week 12 Friday (6 Oct 2023) 11:45 pm AEST

submit via Moodle

Return Date to Students
Exam Week Friday (20 Oct 2023)

return via Moodle

Weighting
60%

Assessment Criteria
The academic essay will be assessed on the following:

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/research a minimum of FIVE scholarly 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 –
Use of correct terminology throughout
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

Submission Instructions
Submit word document via Moodle

assessmentOutcome

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assessmentGradAttribute

- 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