



INDG19016 *Contemporary Indigenous Issues*

Term 1 - 2020

Profile information current as at 28/04/2024 10:14 am

All details in this unit profile for INDG19016 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

In this unit you will develop insights into the contemporary issues that are faced by Indigenous people in Australia today arising from settler colonialism. You will understand more clearly, and consider, Indigenous peoples' positioning in the nation-state. You will consider and develop your knowledge of Indigenous peoples' political voice and representation; law and justice; health; education; employment; the Stolen Generations; and cultural expression. You are encouraged to place these issues within the context of your developing ethical perspective arising from consideration of scholarship on decolonisation, history, social structures and race relations. You will develop skills in evaluating political and social debates and policies concerning Indigenous peoples' human rights in the contemporary context through your critical and ethical reflection on scholarship.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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 1 - 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. Show insight into the key contemporary issues for Indigenous people in Australia today
2. Place contemporary issues for Indigenous people within the context of history, social structure and race relations
3. Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people
4. Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 40% | • | • | • | • |
| 2 - Written Assessment - 60% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | 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.

Additional Textbook Information

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Michael Danaher Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|-------------------------|---|
| <p>Week 1: Introduction: theory, issues & controversies. This week provides core understandings and an important overview. You are provided with an overview in: how to use Moodle in this unit; protocol re respectful posting; the unit requirements re hours; overview of assessments and the basic requirements to be successful. You are provided with some basics in academic writing for this unit ensuring your writing is scholarly: understanding scholarship versus opinion. You are provided with an overview to the purpose of reading critically and developing your ethical perspective based on knowledge, not opinion.</p> <p>You are introduced to core theory to assist your thinking. You are provided with an important overview to the theories of colonisation and settler colonialism. You are introduced to the ideas of the cultural interface. There is an overview to contemporary history and issues arising.</p> | See Moodle for readings | Assessment 1 due April 17 Assessment 2 due June 3. |

Week 2 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Week 2: History and history writing: the power of the colonial and settler colonial perspective in shaping understandings of history: this provides an important background to contemporary issues is how they have been shaped by history. You reflect on ideas and readings to consider the power of the colonial and settler colonial perspective in shaping understandings of history. There is an overview to this history, including the history wars and reflection on how this continues to shape the present, including Australia Day's date in the context of this history. | See Moodle for readings and requirements | Remember forum posts for AT1 |

Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Week 3: Aboriginal & Torres Strait Islander political participation & representation: from terra nullius to the recent present. You reflect on the claim, history & enduring impact of the legal term <i>terra nullius</i> through readings and ideas. You explore the recent present participation by Aboriginal and Torres Strait Islander people within the Australian political system; patterns and mechanisms of exclusion which were used to dispossess Aboriginal and Torres Strait Islander Australians of political citizenship; the emergence of Aboriginal and Torres Strait Islander interest groups and organisations. | See Moodle for readings and requirements | Remember forum posts for AT1 |

Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 4: Aboriginal and Torres Strait Islander Health and Well-being under settler colonialism.

We consider how settler-colonialism has impacted on health and well-being of Indigenous people. We consider health in a holistic sense: social, physical and spiritual and the social determinants of health.

See Moodle for readings and requirements

Assessment 1 due April 17, 2020

Week 5 - 06 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Week 5: Stolen Generations
We consider the rationales underlying the removal of Aboriginal and Torres Strait Islander children from their families; the consequences of these removals for individuals, families, communities and cultures; and critiques of these policies and the attempts to redress past wrongs.

See Moodle for readings and requirements

Remember forum posts for AT1
Assessment 1 due April 17, 2020

Vacation Week - 13 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

No Module.

See Moodle for readings and requirements

Assessment 1 due April 17

Drawing on forum postings and scholarly readings, describe and discuss two contemporary issues arising out of settler colonialism that impact on Indigenous people as per the task description. Due: Vacation Week Friday (17 Apr 2020) 9:30 pm AEST

Week 6 - 20 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Week 6: Law and social Justice Issues impacting on Aboriginal and Torres Strait Islander peoples. This week reflects on understand crime including the over-representation of Aboriginal and Torres Strait Islander people in prisons and the implications of this in terms of their deaths in custody.

Assessment 1 due April 17

Week 7 - 27 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Week 7: Education, colonisation and human rights: decolonising education

This provides reflection on education as a tool of colonisation and the role of decolonisation. We examine the underlying issues related to the participation and retention of Aboriginal and Torres Strait Islander people in Australia's education system.

See Moodle for readings and requirements

Week 8 - 04 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|-------------------------------------|
| Week 8: Treaty, sovereignty and makarrata: a sovereign people You reflect on readings and ideas on a settler-colonial ethical responsibility on Indigenous land. You consider the implications of Indigenous sovereignty; a sovereignty that was never surrendered. You think into Treaty and the issues about what a treaty might mean and your present and future path in Makarrata (coming together after a struggle). | See Moodle for readings and requirements | |

Week 9 - 11 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|-------------------------------------|
| Week 9: Aboriginal and Torres Strait Islander people: art, music, dance, writing & film: An exploration into how Indigenous knowledges broadens the understanding of art and the cultural explosion of Indigenous peoples' contributions to art (music, dance, writing and film) in Australia and the world. | See Moodle for readings and requirements | Reminder AT2 due June 3 |

Week 10 - 18 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|----------------|-------------------------------------|
|---------------------|----------------|-------------------------------------|

Week 10: Restorative Justice and the idea of reconciliation: reflecting toward an ethical settler colonial positioning

You reflect on readings and ideas comparing the ethics that underlie reconciliation compared to restorative justice in the context of how you now understand settler-colonial ethical responsibility on Indigenous land. You begin to consider the issues about the limits of reconciliation to justice and human rights. You think into the nation-state Australia might become with Indigenous sovereign people.

See Moodle for readings and requirements

June 3 assessment 2 due

Week 11 - 25 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 11: Employment a human right: The high rates of unemployment and low income levels in the Aboriginal and Torres Strait Islander population arise out of broader social impacts of settler colonialism. We consider how education, marginalisation, racism and the failure of cultural recognition has impacted on work participation and the impact of these issues.

See Moodle for readings and requirements

June 3 assessment 2 due

Week 12 - 01 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 12: Ethical Reflections on your learnings from the unit
This week is a reflection on your ethical reflections and journey. It is a consolidation to enable you to take your perspective now into the future of the nation-state in ideas, career and voice.

See Moodle for requirements

Choice 1. Take two topics from weeks 6- 11 and describe and discuss these issues with reference to unit content and theory. Write a conclusion that reflects your considered ethical and intellectual position on these contemporary Indigenous issues. OR choice 2: Treaty & Makarrata: a critical and ethical consideration (see task description). Due: Week 12 Wednesday (3 June 2020) 9:45 pm AEST

Review/Exam Week - 08 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 15 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Drawing on forum postings and scholarly readings, describe and discuss two contemporary issues arising out of settler colonialism that impact on Indigenous people as per the task description.

Assessment Type

Written Assessment

Task Description

Task Description

Part A: You must post at least 3 discussion board postings on forum over 3- 5 weeks. Each postings must contain two things: your reflection on the week AND how at least one reference influenced or developed your thinking on that weekly topic. One of these three posts must be a response to a unit peer/s- a peer who impressed or influenced your thoughts in their writing and reference they provided. Each post must explain how you were influenced and how/why the reference posted influenced your thinking.

Part B: Using references you used on forum and other scholarly references you have found or your peers found, write an essay that identifies and discusses two contemporary issues arising out of the impact of settler colonialism on Indigenous people (approximately 725 words each contemporary issue). Write a conclusion that reflects your considered ethical position on the interplay of settler colonialism and the contemporary Indigenous issues. You may draw on your postings or those of others to support your ethical view. (Your ethical view will be informed by scholarship and developed on your learning journey from your reading (cite references) and reflection. Include all references you have cited (minimum 5 references). The word limits to each section are suggestions

- Intro: what is settler-colonialism (guide 250 words)
- First contemporary issue (state the issue, describe and discuss issue & how settler-colonialism influenced this); (guide about 725 words)
- Second contemporary issue (state the issue & describe and discuss issue how settler-colonialism influenced this); (guide about 725 words)
- Conclusion & evaluation of your learning journey (guide about 300 words)

You must submit your essay with the cover sheet and rubric AND, as an appendix, a copy of your forum postings.

Word length: 2000 words. *Weight:* 40%

APA referencing

Due date April 17 2020

Remember

One purpose of a learning journey is to engage with academic reading and to understand what others who have more discipline knowledge state about issues, to reflect on this, and develop our understanding.

Assessment Due Date

Vacation Week Friday (17 Apr 2020) 9:30 pm AEST

In Moodle

Return Date to Students

Week 8 Monday (4 May 2020)

In Moodle

Weighting

40%

Assessment Criteria

Assessment criteria see rubric in Moodle for the rubric that will be used. Here is an overview:

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed references (articles/books) to support your answer to the topic.

Demonstrated capacity **to use AND intellectually engage** with relevant quality academic peer reviewed references & theory (articles/books) to support your answer to the topic

Evidenced engagement & intellectual engagement demonstrated with unit readings & theory (& unit lectures/tuts as appropriate to question) Clarity: e.g. states: aims, purpose and approach to question; Body: clear, logical developed argument; conclusion: A coherent final position that reflects arguments of essay.

Demonstrated clear critical reflection/ethical reflection: **coherent, considered & informed** by academic literature

Clarity: e.g. states: aims, purpose and approach to question. Body: clear, logical developed argument to whole question Conclusion: A coherent final position that reflects arguments of essay. Writing is at a university standard: referenced, grammatical & all parts of the question are completed. **FORUM POSTINGS ATTACHED AS APPENDICES.** APA referencing; font size 11+, spelling & word length +/-10%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Show insight into the key contemporary issues for Indigenous people in Australia today
- Place contemporary issues for Indigenous people within the context of history, social structure and race relations
- Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people
- Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Graduate Attributes

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

2 Choice 1. Take two topics from weeks 6- 11 and describe and discuss these issues with reference to unit content and theory. Write a conclusion that reflects your considered ethical and intellectual position on these contemporary Indigenous issues. OR choice 2: Treaty & Makarrata: a critical and ethical consideration (see task description).

Assessment Type

Written Assessment

Task Description

Task Description

Choice 1: Take two topics from weeks 6- 11 and describe and discuss these issues with reference to unit content and theory, including colonialism/settler-colonialism, racism and sovereignty/restorative justice:

The purpose of this written assignment is to demonstrate your knowledge, understanding and

critical reflection on these two contemporary Indigenous issues (week 6- 11) in the context of the content and theory (colonialism/settler-colonialism, racism and sovereignty/restorative justice) in the unit. You may draw on understandings and readings presented in Weeks 1-11 of the unit (as you see relevant) and those readings you have identified as relevant. Write a conclusion that reflects your considered ethical and intellectual position on these contemporary Indigenous issues. You may provide some small quotes from your postings or those of peers in this assessment to support other scholarly academic references or you may choose not to use such personal quotes. (Your ethical view will demonstrate how it is informed by scholarship and how it developed on your learning journey from your reading (cite references) and reflection. Include all references you have cited (minimum 5 references).

Word length: 2,000 words (references are not counted in the word count). Weight: 60%

Alternative Choice (ONLY DO 1)

1. Treaty & Makarrata: a critical and ethical consideration (see task description).

Task description

Indigenous Australians have never ceded their sovereignty. Briefly outline Indigenous Australians proposal for a treaty and political representation.

Then critically reflect (using scholarly sources) on:

the enduring impact of 'settler colonialism' on contemporary Indigenous issues;

Indigenous Australians struggle for human rights, including cultural rights (e.g. UN declarations) and cultural rights;

Indigenous Australians ongoing contribution to the nation-state of Australia.

Conclude with a critical and ethical reflection on Indigenous peoples' proposal for a treaty and political representation.

CHOICE 2: TASK DESCRIPTION

1. Treaty & Makarrata: a critical and ethical consideration (see task description).

Task description

Indigenous Australians have never ceded their sovereignty. Briefly outline Indigenous Australians proposal for a treaty and political representation.

Then critically reflect (using scholarly sources) on:

the enduring impact of 'settler colonialism' on contemporary Indigenous issues;

Indigenous Australians struggle for human rights and restorative justice (e.g. UN declarations on Rights/cultural rights of Indigenous people);

Conclude with a critical and ethical reflection on Indigenous peoples' proposal for a treaty and political representation and your informed view of restorative justice.

Assessment Due Date

Week 12 Wednesday (3 June 2020) 9:45 pm AEST

Submit in Moodle

Return Date to Students

Exam Week Wednesday (17 June 2020)

In Moodle

Weighting

60%

Assessment Criteria

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed references (articles/books) to support your answer to the topic

Evidenced engagement & intellectual engagement demonstrated with unit content, unit readings & unit lectures/tuts & theory as appropriate to question

Demonstrated clear critical reflection/ethical reflection: coherent, considered & informed;

Clarity: e.g. states: aims, purpose and approach to question; Body: clear, logical developed argument; conclusion: A coherent final position that reflects arguments of essay; and

Writing is grammatical and clear. University academic standard evidenced: i.e. question addressed

is stated; academic references; logical arguments; font size, spelling & word length +/-10

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Show insight into the key contemporary issues for Indigenous people in Australia today
- Place contemporary issues for Indigenous people within the context of history, social structure and race relations
- Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people
- Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Graduate Attributes

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

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