INDG40017 *Indigenous Australians: Business and Economy*

Term 3 - 2019

Profile information current as at 12/10/2024 12:45 pm

All details in this unit profile for INDG40017 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

This unit provides students with a broad overview of the Indigenous Australian economy in Australia and the ways in which Aboriginal and Torres Strait Islander peoples in Australia have handled the transition from a subsistence hunter and gatherer economy to a globalised cash economy. After exploring traditional Indigenous Australian economies and trade networks prior to colonisation, the unit examines the impacts of colonisation and earlier government policies on Aboriginal and Torres Strait Islander economies, and how later policies attempted to promote self-sufficiency in Indigenous Australian communities. Students will then examine the close connections between land rights, globalisation, and mining, before looking at more specific areas in which Indigenous Australians have had economic success, such as tourism, the media industry, and the cultural sector of the economy. Finally, the unit will look at some Indigenous Australian entrepreneurs and visions for the future.

Details

Career Level: *Non-award*
Unit Level: *Not Applicable*
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 3 - 2019

- Mixed Mode

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 Non-award 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: 40%
3. **Online Quiz(zes)**
Weighting: 20%

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 Staff feedback

Feedback

Need to maintain the currency and relevance of the unit content

Recommendation

Continue to research relevant content that might assist students to apply knowledge to their current or future studies.

Unit Learning Outcomes

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

1. Explain the transition of Indigenous Australians from a subsistence hunter and gatherer economy to a globalised cash economy.
2. Analyse the historical and contemporary impacts of government policies upon Aboriginal and Torres Strait Islander economies.
3. Evaluate the connections between land rights, globalisation, mining, and economic self-sufficiency in Indigenous communities.
4. Identify various areas of business and the economy in which Indigenous Australians have been successful.

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 - Written Assessment - 40%	•	•		
2 - Written Assessment - 40%			•	•
3 - Online Quiz(zes) - 20%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Self Management	—	—	—	—
2 - Communication	—	—	—	—
3 - Information Literacy	—	—	—	—

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Information Technology Competence				
5 - Problem Solving			—	
6 - Critical Thinking	—	—	—	—
7 - Cross-Cultural Competence	—	—	—	—
8 - Ethical Practice	—	—	—	—
9 - 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
1 - Written Assessment - 40%	—	—	—			—	—	—	
2 - Written Assessment - 40%	—	—	—		—	—	—	—	
3 - Online Quiz(zes) - 20%	—	—		—	—	—	—		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
No textbook is required for this unit

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Laurence Armstrong Unit Coordinator
l.armstrong@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit		

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Indigenous subsistence economies and trade		

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
The impact of colonisation and government policies on Indigenous economies		**Compulsory Residential School** 25 - 29 November, Building 7, CQUniversity, Bundaberg Campus

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self determination,self management and income management for Indigenous Australians		

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Non Teaching Week		

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
The present comparative economic status of Indigenous Australians		

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Land rights, mining and the Indigenous economy		

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians and the Tourism industry		

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians and the media		**Written Assessment: Academic Report** Due: Week 8 Friday (17 Jan 2020) 11:55 pm AEST

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians and the cultural sector of the economy		

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australian Entrepreneurs		

Week 11 - 03 Feb 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Visions for the future		

Week 12 - 10 Feb 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review of the unit		**Written Assessment: Academic Essay** Due: Week 12 Friday (14 Feb 2020) 11:55 pm AEST

Exam Week - 17 Feb 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Online Quiz(zes) Due: Exam Week Thursday (20 Feb 2020) 11:55 pm AEST

Term Specific Information

Contact Details
Coordinator: Laurie Armstrong
Phone: (07) 4930 9251
Email:l.armstrong@cqu.edu.au
Unit presentation
10-12 hours of study per week of self-directed study.
Student access to the Internet, email and residential schools is recommended for this unit, with the exception of those students in correctional centres.
Students are expected to follow a self-directed study schedule which meets the required deadlines.
Residential School
Residential School is a requirement of this unit. One Residential School will be held during the term – week 3 (25 - 29 November). During this school, group work, lectures, tutorials, presentations and individual tuition will be held. Please also confirm your attendance by emailing tep@cqu.edu.au or telephoning Suellen Thomas on 1800 651 891. Travel will be organised through Centrelink, and not TEP. If you are of Aboriginal and/or Torres Strait Islander descent, it is important that you register with Centrelink/Abstudy at the earliest opportunity. Residential travel cannot be organised until the registration process has been completed. Please note that Abstudy needs 3 weeks' notice of your intended travel. Abstudy will confirm your registration with us and then arrange travel for you. TEP will arrange your accommodation and meals. Abstudy will notify you of your travel details and so it is important that your contact details are up to date. Contact TEP urgently if something at the last moment prevents you attending.
Unit Website
The unit website is offered through the learning management system, Moodle. You should find this website easy to use. Consequently, you will need access to the internet. If the learning management system Moodle is temporarily unavailable when you need to submit an assessment item, you can send your assessment by email to your unit coordinator.
Computer (including software) requirements
Access to a computer is necessary. If you can regularly get to a CQUniversity campus, you can use the computers there. If you cannot get to a campus, it is best to have your own computer. You may also be able to use a computer at your local Queensland Open Learning Study Centre or your local library. Internet access is necessary so you can access the unit website. Microsoft Office software is preferred. Students in correctional centres do not require computer access.

Assessment Tasks

1 Written Assessment: Academic Report

Assessment Type
Written Assessment

Task Description
Write a 1000 – 1200 word academic report on the following topic:
Aboriginal and Torres Strait Islander remote communities have very high unemployment rates. How can Aboriginal or Torres Strait Islander people either improve their economic circumstances or achieve a better subsistent economy within their community?
IMPORTANT INFORMATION:
All the resources used in the report must be accurately referenced, using Harvard style with at least 4 to 6 sources, but more is better.At the end of the report, a reference list must be included, on a separate page with the title 'Reference List".
Remember to present this in a report format.The report needs to include: a title page, executive summary, table of contents, the introduction, body, recommendations and conclusion of your report, a reference list any appendices.If you include diagrams, charts (figures) or tables remember to give them a caption and refer to them in your report. You should use headings, and maybe even subheadings which are all numbered (this makes your report easier to follow).
Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11.

Assessment Due Date
Week 8 Friday (17 Jan 2020) 11:55 pm AEST

Return Date to Students
Week 10 Friday (31 Jan 2020)

Weighting
40%

Assessment Criteria
Academic content

- Demonstrates understanding of the unit material relevant to the assessment task
- Evidence of research
- Originality
- Relevance to the topic

Writing skills

- Uses the academic essay structure to logically organise and present ideas and arguments
- Clarity of expression, correct grammar and spelling

Referencing skills

- Uses the Harvard style of referencing
- Appropriate and correct in-text referencing
- Includes a reference list, correctly formatted

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Explain the transition of Indigenous Australians from a subsistence hunter and gatherer economy to a globalised cash economy.
- Analyse the historical and contemporary impacts of government policies upon Aboriginal and Torres Strait Islander economies.

assessmentGradAttribute

- Self Management
- Communication
- Information Literacy
- Critical Thinking

- Cross-Cultural Competence
- Ethical Practice

2 Written Assessment: Academic Essay

Assessment Type
Written Assessment

Task Description
Write a 1000 – 1200 word academic essay on the following topic:
John Moriarty is a successful Aboriginal entrepreneur. John and his wife are the founders of Balariniji Design Studio. John is famous for his iconic design on the QANTAS planes.
Write an essay on the following points:

- Conduct some research and discuss who John Moriarty is and how he founded Balariniji Design studio.
- Does he incorporate traditional ways of doing in his work? Why do you think he is so successful?

IMPORTANT INFORMATION: All the resources used in the essay must be accurately referenced, using Harvard style with at least 4 to 6 sources, but more is better. At the end of the essay, a reference list must be included, on a separate page with the title 'Reference List". Remember to present this in an essay format. The essay needs to include: a title page, an introduction, body, and conclusion of your essay, and a reference list. **DO NOT USE HEADINGS IN YOUR ESSAY**. Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11.

Assessment Due Date
Week 12 Friday (14 Feb 2020) 11:55 pm AEST

Return Date to Students
Exam Week Friday (21 Feb 2020)

Weighting
40%

Assessment Criteria
Academic content

- Demonstrates understanding of the unit material relevant to the assessment task
- Evidence of research
- Originality
- Relevance to the topic

Writing skills

- Uses the academic essay structure to logically organise and present ideas and arguments
- Clarity of expression, correct grammar and spelling

Referencing skills

- Uses the Harvard style of referencing
- Appropriate and correct in-text referencing
- Includes a reference list, correctly formatted

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Evaluate the connections between land rights, globalisation, mining, and economic self-sufficiency in Indigenous communities.
- Identify various areas of business and the economy in which Indigenous Australians have been successful.

assessmentGradAttribute

- Self Management
- Communication
- Information Literacy
- Problem Solving

- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

3 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
Tasks associated with this assessment item is to complete the online quizzes during the term on the unit's Moodle website. These quizzes will be available in Weeks 3, 6, 9 and 12, and each quiz will test the student's knowledge of unit material for the previous three weeks.
Each quiz will consist of ten (10) questions that are randomly selected from a question bank. Each quiz will be worth 5% of the total grade for the unit and the complete assessment of four quizzes will be worth 20% of the total grade. Although marks will be given to students after each quiz, the final grade will not be shown until the end of term.
Points to note:

- If students have technical problems with the quiz, they should contact the unit coordinator or TASAC as soon as possible.
- Students are encouraged to attempt every quiz to obtain the maximum number of marks.
- Students are encouraged to refer to the unit materials in order to obtain as many correct answers as possible.
- There will be no time limit on quizzes.
- Students will be allowed two attempts at each quiz.
- The attempt with the highest grade will be accepted for assessment

Number of Quizzes
4

Frequency of Quizzes
Other

Assessment Due Date
Exam Week Thursday (20 Feb 2020) 11:55 pm AEST

Return Date to Students
Exam Week Friday (21 Feb 2020)

Weighting
20%

Assessment Criteria
Students are marked according to the number of correct responses for each quiz

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Explain the transition of Indigenous Australians from a subsistence hunter and gatherer economy to a globalised cash economy.
- Analyse the historical and contemporary impacts of government policies upon Aboriginal and Torres Strait Islander economies.
- Evaluate the connections between land rights, globalisation, mining, and economic self-sufficiency in Indigenous communities.
- Identify various areas of business and the economy in which Indigenous Australians have been successful.

assessmentGradAttribute

- Self Management
- Communication
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence

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