



# INDG40017 Indigenous Australians: Business and Economy

## Term 2 - 2020

Profile information current as at 07/05/2024 03:25 am

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 2 - 2020

- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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 provide more resources to compensate for the cancellation of the Residential School.

##### Recommendation

Set up weekly Zoom sessions that include guest speakers, discussion and relevant academic content.

## 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



### 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 |
| <b>4 - Information Technology Competence</b>              |                   |   |   |   |
| <b>5 - Problem Solving</b>                                |                   |   | — |   |
| <b>6 - Critical Thinking</b>                              | —                 | — | — | — |
| <b>7 - Cross-Cultural Competence</b>                      | —                 | — | — | — |
| <b>8 - Ethical Practice</b>                               | —                 | — | — | — |
| <b>9 - Aboriginal and Torres Strait Islander Cultures</b> |                   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                    | Graduate Attributes |   |   |   |   |   |   |   |   |
|-------------------------------------|---------------------|---|---|---|---|---|---|---|---|
|                                     | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| <b>1 - Written Assessment - 40%</b> | —                   | — | — |   |   | — | — | — |   |
| <b>2 - Written Assessment - 40%</b> | —                   | — | — |   | — | — | — | — |   |
| <b>3 - Online Quiz(zes) - 20%</b>   | —                   | — |   | — | — | — | — |   |   |

## 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)

## 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](mailto:l.armstrong@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

| Module/Topic             | Chapter | Events and Submissions/Topic |
|--------------------------|---------|------------------------------|
| Introduction to the Unit |         |                              |

### Week 2 - 20 Jul 2020

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Traditional Indigenous Subsistence Economies and Trade |         |                              |

### Week 3 - 27 Jul 2020

| Module/Topic   | Chapter | Events and Submissions/Topic  |
|--|---------|-------------------------------|
| The Impact of Colonisation and Government Policies on Indigenous Economies |         | <b>Quiz 1 to be completed</b> |

### Week 4 - 03 Aug 2020

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Self Determination, Self-management and Income Management |         |                              |

### Week 5 - 10 Aug 2020

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| The Present Comparative Economic Status of Indigenous Australians |         |                              |

### Vacation Week - 17 Aug 2020

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

### Week 6 - 24 Aug 2020

| Module/Topic                                    | Chapter | Events and Submissions/Topic  |
|---|---------|-------------------------------|
| Land Rights, Mining, and the Indigenous Economy |         | <b>Quiz 2 to be completed</b> |

### Week 7 - 31 Aug 2020

| Module/Topic                                    | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Indigenous Australians and the Tourism Industry |         |                              |

### Week 8 - 07 Sep 2020

| Module/Topic                         | Chapter | Events and Submissions/Topic  |
|--------------------------------------|---------|---|
| Indigenous Australians and the Media |         | <b>Assessment 1 due on 13 September 2020</b><br><br><b>Report Due: Week 8 Friday (11 Sept 2020) 11:59 pm AEST</b> |

### Week 9 - 14 Sep 2020

| Module/Topic                   | Chapter | Events and Submissions/Topic  |
|--------------------------------|---------|-------------------------------|
| Indigenous Art and the Economy |         | <b>Quiz 3 to be completed</b> |

### Week 10 - 21 Sep 2020

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

### Week 11 - 28 Sep 2020

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

### Week 12 - 05 Oct 2020

| Module/Topic   | Chapter | Events and Submissions/Topic  |
|----------------|---------|---|
| Review of Unit |         | <b>Assessment 2 due 11 October 2020</b><br><b>Quiz 4 to be completed</b><br><br><b>Essay</b> Due: Week 12 Friday (9 Oct 2020) 11:59 pm AEST |

### Review/Exam Week - 12 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | <b>Four(4) Online Quizzes</b> Due: Review/Exam Week Friday (16 Oct 2020) 11:59 pm AEST |

### Exam Week - 19 Oct 2020

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

## Term Specific Information

Unit Coordinator - Laurie Armstrong  
Office Phone: 07 49 309 250  
Email: l.armstrong@cqu.edu.au

## Assessment Tasks

### 1 Report

#### Assessment Type

Written Assessment

#### Task Description

Write a 1000 – 1200 word *academic report* on Indigenous Business Australia (IBA).

- What are its functions and how does it empower First Nations People?
- Do the processes and policies of IBA work to assist the majority of Australian Aboriginal and Torres Strait Islanders who aspire to become entrepreneurs?
- Outline and discuss other options that may be available for Indigenous Australians to pursue their business aspirations.

#### IMPORTANT INFORMATION:

All the resources used in the report must be *accurately referenced*, using the 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, and 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 (11 Sept 2020) 11:59 pm AEST

#### Return Date to Students

Week 10 Friday (25 Sept 2020)

**Weighting**

40%

**Assessment Criteria****Academic content**

- Demonstrates an 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

**Learning Outcomes Assessed**

- 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.

**Graduate Attributes**

- Self Management
- Communication
- Information Literacy
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

## 2 Essay

**Assessment Type**

Written Assessment

**Task Description**

Write a 1000 – 1200 word *academic essay* on the following topic:

Identify a successful Australian Indigenous entrepreneur. What business are they in and how are they contributing to the Australian economy and to Aboriginal Australia? Are they recognised as role models in society and what obstacles did they have to overcome to become successful? Your essay can include the following points:

- Research and discuss the entrepreneurship that you have chosen and provide background about their business and overall contribution to society.
- Are traditional ways of doing business incorporated in conducting their business?
- Discuss the aspects that have made the entrepreneur successful.

If you are having difficulty identifying an Australian Indigenous entrepreneur, discuss this with your Lecturer.

**IMPORTANT INFORMATION:**

All the resources used in the essay must be *accurately referenced*, using the 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 (9 Oct 2020) 11:59 pm AEST

**Return Date to Students**

Exam Week Friday (23 Oct 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

**Learning Outcomes Assessed**

- 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.

**Graduate Attributes**

- Self Management
- Communication
- Information Literacy
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

## 3 Four(4) Online Quizzes

**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 the 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**

Review/Exam Week Friday (16 Oct 2020) 11:59 pm AEST

**Return Date to Students**

Review/Exam Week Friday (16 Oct 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

**Learning Outcomes Assessed**

- 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.

**Graduate Attributes**

- 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