



CRIM11003 *Indigenous Australians and the Criminal Justice System*

Term 2 - 2024

Profile information current as at 16/07/2025 05:03 am

All details in this unit profile for CRIM11003 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 foundational unit provides you with the knowledge and skills to work effectively within Indigenous contexts of the Criminal Justice System. This unit responds to the over-representation of Indigenous Australians within the criminal justice system, as offenders and as victims. You will discuss the impact of invasion and economic disenfranchisement on individuals and communities and explain systemic responses in policing, courts and corrections. Through the curriculum, you will be equipped with the skills and expertise to work toward sustainable societies that respond to inclusiveness based on respect for human rights, the rule of law and good governance. This unit explores the position of Indigenous Australians before the Western justice system and provides you with the attributes that allow you to be an active citizen engaged in reconciliation and social justice for Indigenous Australians.

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 - 2024

- 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: 50%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Learning logs / diaries / Journal / log books**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback - evaluations

Feedback

Applicability and relevance of course materials

Recommendation

Ensure that students understand why specific materials are being provided on Moodle by providing a synopsis (either written or recorded) and mentioning materials in the lecture recording. Application and discussion of the materials provided on Moodle should continue during workshops and attendance should be encouraged to ensure the opportunity to apply learning materials in a problem-based learning framework.

Feedback from Student feedback - qualitative

Feedback

Safety of learning environment

Recommendation

Students appreciated the provision of a safe learning environment in which complex and controversial topics could be explored, debated and discussed without judgement. This is critical when considering the bias and pre-conceptions that students may bring to the unit, particularly non-indigenous students. Continue to foster a safe space for learning through inclusive, reciprocal dialogue, role modelling and carefully considered feedback.

Unit Learning Outcomes

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

1. Critique the connections between the criminal justice system, health, mental health and poverty, particularly for Indigenous Australian youth
2. Critically reflect on current strategies that aim to improve relations between Indigenous Australians and criminal justice agencies
3. Discuss the impact of historical and contemporary approaches to criminal justice on Indigenous Australians
4. Discuss theories of colonialism and post-colonialism as they pertain to contemporary Australian justice issues
5. Communicate using fundamental Indigenous Australian cultural competency.

No external accreditation is relevant to this award.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•		•	•	
2 - Online Quiz(zes) - 20%	•				•
3 - Learning logs / diaries / Journal / log books - 30%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 50%	•	•	•				•			
2 - Online Quiz(zes) - 20%	•	•	•				•			
3 - Learning logs / diaries / Journal / log books - 30%	•	•	•				•			

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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Rachel Hale Unit Coordinator

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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit	Cunneen, C. & Tauri, J. (2016). Introduction. In <i>Indigenous Criminology</i> , Policy Press, Bristol, pp. 1-22. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=4584969&ppg=12	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The history wars: Black armband VS. White blindfold	Brantlinger, P. (2004). Black Armband? versus? White Blindfold? History in Australia. <i>Victorian Studies</i> , 46(4), 655-674. https://doi.org/10.2979/VIC.2004.46.4.655	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
First Nations disadvantage in Australia	Steering Committee for the Review of Government Service Provision (2020). Overcoming Indigenous Disadvantage: Key Indicators 2020. Australian Productivity Commission: Canberra. Overcoming Indigenous Disadvantage: Key Indicators 2020 - Report (pc.gov.au)	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The law and Indigenous Australians	Behrendt, L. (2021). Chapter 26: Ten Key Legal Decisions (Plus One to Keep an Eye On). In <i>Indigenous Australia for Dummies</i> , John Wiley & Sons, Milton, pp. 469-475. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=6498786&pg=189 Castan Centre for Human Rights Law (2020). What is the Northern Territory Intervention? <i>The Northern Territory Intervention: An Evaluation</i> , pp. 7-9. https://www.monash.edu/law/research/centres/castancentre/our-areas-of-work/indigenous/the-northern-territory-intervention/the-northern-territory-intervention-an-evaluation/what-is-the-northern-territory-intervention	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians and the police	Blagg, H. & Anthony, T. (2019). Postcolonial Criminology: "The Past Isn't Over..." In <i>Decolonising Criminology: Imagining Justice in a Postcolonial World</i> , Palgrave Macmillan, pp. 31-54. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=5983950&ppg=47 Cunneen, C. (2020). The Torment of our Powerlessness: Police Violence Against Aboriginal People in Australia. <i>Harvard International Review</i> . https://hir.harvard.edu/police-violence-australia-aboriginals/	Quiz 1 opens

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Quiz 1 closes

Workbook Due: Vacation Week
Monday (12 Aug 2024) 11:59 pm AEST

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
First Nations peoples and access to justice	Corrigan, .(2018). Aboriginal justice: Major report makes key access to justice recommendations to reduce indigenous incarceration. <i>Bulletin (Law Society of South Australia)</i> , 40(3), 34-36.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians and the corrections system	Royal Commission into Aboriginal Deaths in Custody (1991). Chapter 1: Overview. http://www.austlii.edu.au/au/other/IndigLRes/rciadic/national/vol1/	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous child welfare and youth justice in Australia	Human Rights and Equal Opportunity Commission (1997). Chapter 2: National Overview. <i>Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families</i> . https://humanrights.gov.au/our-work/bringing-them-home-chapter-2 Healey, J. (Ed.) (2019). Chapter 3: Indigenous Youth Detention. In Healey, J. <i>Indigenous People and Criminal Justice</i> . Issues in Society Vol. 445, Spinney Press, pp. 38-52. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=5846447&ppg=43	Submit essay plan

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians as victims of crime	Chen, D. (2021). Domestic Violence Responses for Incarcerated Indigenous Women in Australia and New Zealand. <i>Indigenous Justice Clearinghouse Research Briefs</i> . https://www.indigenousjustice.gov.au/wp-content/uploads/mp/files/publications/files/dv-responses-for-incarcerated-indigenous-women-final.pdf Blagg, H. & Anthony, T. (2019). Carceral Feminism: Saving Indigenous Women from Indigenous Men. In <i>Decolonising Criminology: Imagining Justice in a Postcolonial World</i> . Palgrave Macmillan, pp. 203-234. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=5983950&ppg=218	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Addressing Indigenous overrepresentation in Australia	Hage, T. & Fellows, J. (2018). Combatting Over-representation of Indigenous Youth in the Queensland Criminal Justice System through 'Justice Reinvestment'. <i>James Cook University Law Review</i> 24, 147-168. https://heinonline-org.ezproxy.cqu.edu.au/HOL/Page?name=&public=false&collection=journals&handle=hein.journals/jamcook24&men_hide=false&men_tab=toc&kind=&page=147 Schwartz, M., Brown, D. & Cunneen, C. (2017). Justice Reinvestment. <i>Indigenous Justice Clearinghouse Research Briefs</i> . https://www.indigenousjustice.gov.au/wp-content/uploads/mp/files/publications/files/tb21-justice-reinvestment-schwartz-et-al-2017-ijc-webv2.pdf	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Decolonising Criminal Justice processes and practices in Australia	Porter, A. (2016). Decolonizing policing: Indigenous patrols, counter-policing and safety. <i>Theoretical Criminology</i> , 20(4), 548-565. https://doi.org/10.1177/1362480615625763 Miller, A. (2017). Neighborhood justice centers and Indigenous empowerment. <i>Australian Indigenous Law Review</i> , 20(1), 123-153. https://heinonline-org.ezproxy.cqu.edu.au/HOL/Page?collection=journals&handle=hein.journals/austindlr20&id=126&men_tab=srchresults	Quiz 2 opens

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflections: Applying course learnings		Research Paper Due: Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Research Paper

Assessment Type

Written Assessment

Task Description

For this assessment, you will **choose one** of the following issues to examine:

1. **Barriers to Justice for First Nations peoples in Australia.**
2. **Aboriginal deaths in custody in Australia.**
3. **Policing of Indigenous Australians.**
4. **Overrepresentation of Aboriginal and Torres Strait Islander people in the Australian corrections system.**

Focusing on ONE of these topics, you will conduct your own research, identifying relevant and reliable contemporary sources (e.g., peer-reviewed journal articles, books, and appropriate 'grey literature'). Use the CQU Library database and/or Google scholar to find these.

SUBMISSION 1: ANNOTATED BIBLIOGRAPHY (worth 15%): write up your research progress in a **500-word** annotated bibliography (see *Moodle for example*) containing at least **five (5)** different scholarly sources and notes about each. **Due week 8.**

SUBMISSION 2 RESEARCH PAPER (worth 35%): Drawing on the sources you have collected, write a **1400-word research paper** outlining the key theme and findings from your research. **Due week 12.**

You should utilise key concepts, ideas and theoretical terms from the literature when describing your chosen issue and present a range of perspectives/studies/articles about the topic.

Provide a reference list at the end of the paper containing all of the sources cited in-text, using APA 7 format. *This is not included in the word count.* A minimum of **eight (8)** scholarly sources must be included in this list.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Submit annotated bibliography in week 8; and submit final research paper week 12.

Return Date to Students

Weighting

50%

Assessment Criteria

ANNOTATED BIBLIOGRAPHY

- Ability to source appropriate scholarly research relevant to the chosen topic /4
- Ability to communicate key themes/concepts/findings from each source in students own words (*Use of AI to summarise/review writing is not permitted for this task - you must write the description in your own words*) /8
- Quality and presentation (including referencing) /3

RESEARCH PAPER

- Comprehension of themes, concepts and findings from the contemporary literature /9
- Depth of research and reflection on findings /8
- Appropriate integration of evidence, including referencing according to APA 7 style guide (in-text and reference list) /6
- Ability to organise and communicate research in a clear and logical manner, including organisation under thematic headings /6
- Quality of writing, including grammar/spelling/punctuation /6

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit online via the "Assessment" section of Moodle.

Learning Outcomes Assessed

- Critique the connections between the criminal justice system, health, mental health and poverty, particularly for Indigenous Australian youth
- Discuss the impact of historical and contemporary approaches to criminal justice on Indigenous Australians
- Discuss theories of colonialism and post-colonialism as they pertain to contemporary Australian justice issues

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

2 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Two online quizzes

QUIZ 1 will open after the week 5 class, assessing the content from weeks 1-5. It will close one week later (week 6).

QUIZ 2 will open after the week 10 class, assessing weeks 6-10. It will close one week later (week 11).

Each quiz will consist of 10 multiple-choice questions, worth 1% each (total of 10% per quiz = 20% overall).

Quizzes are designed to gauge your comprehension of course content and key concepts. Only content from **required readings and lectures** will be examined.

Once you start the quiz, you will have 60 Minutes complete it. You can navigate backwards and forwards in the quiz. You cannot open another browser window while completing the quiz. Please ensure you click submit/end to submit the quiz. If you do not finish it, once the time elapses your incomplete quiz will be submitted for grading.

If you have an accessibility plan and require reasonable adjustments to this task, please submit this request to the Unit coordinator as soon as possible.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Complete quiz online - it can be found under the "Assessment" section on Moodle.

Return Date to Students

Immediate grading

Weighting

20%

Assessment Criteria

- Comprehension of set unit materials

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please ensure you click finish/submit to complete the quiz.

Learning Outcomes Assessed

- Critique the connections between the criminal justice system, health, mental health and poverty, particularly for Indigenous Australian youth
- Communicate using fundamental Indigenous Australian cultural competency.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

3 Workbook

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Throughout this unit you must complete the workbook questions provided to you on Moodle (see workbook template under 'assessments').

Each weekly workbook topic contains 1 question or reflection based on the unit topics.

The main purpose of the workbook task is to facilitate your engagement in learning throughout the term on a regular basis. They will also test your academic skills such as writing, researching and referencing. This means they are not simply box-ticking exercises – you can fail these exercises if they are not sufficiently academic or do not meet minimum academic requirements.

Select your **2 best workbooks entries** to submit, as follows:

- 2 workbooks from weeks 1-5 (worth 15%, due vacay week)
- 2 workbooks from weeks 6-10 (worth 15% due week 11)

You should aim to write 400 words for *each* workbook entry at each submission point (800 words for workbook 1; 800 words for workbook 2).

Each workbook entry must include two properly referenced academic sources (APA 7 style) that were not provided in the unit material. These cannot be the required readings for the week. Cite your sources in-text within your answer and then write out the full reference details at the end of your answer.

Workbooks will be assessed on the following criteria:

- Accuracy and depth of response /**8**
- Written communication (clarity, language, grammar, spelling etc.) /**4**
- Ability to identify and incorporate relevant and reliable supporting evidence /**3**

Assessment Due Date

Vacation Week Monday (12 Aug 2024) 11:59 pm AEST

Submit the three chosen entries on a separate word document at each submission point - Vacation week and week 10

Return Date to Students

Weighting

30%

Assessment Criteria

- Accuracy and depth of response /**8**
- Written communication (clarity, language, grammar, spelling etc.) /**4**
- Ability to identify and incorporate relevant and reliable supporting evidence /**3**

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critically reflect on current strategies that aim to improve relations between Indigenous Australians and criminal justice agencies
- Discuss the impact of historical and contemporary approaches to criminal justice on Indigenous Australians
- Discuss theories of colonialism and post-colonialism as they pertain to contemporary Australian justice issues
- Communicate using fundamental Indigenous Australian cultural competency.

Graduate Attributes

- Communication
- 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