



# INDG11015 *Contemporary Indigenous Issues*

## Term 1 - 2024

Profile information current as at 05/09/2024 01:41 pm

All details in this unit profile for INDG11015 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. It will assist you to 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 will also develop skills in evaluating political and social debates and policies concerning Indigenous peoples' human rights in the contemporary context through critical and ethical reflection.

### 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 1 - 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: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from SUTE evaluation data

##### Feedback

Feedback provided to students

##### Recommendation

The timeliness and appropriateness of feedback provided to students for each assessment will continue to be monitored by the teaching team, to ensure students are adequately prepared for each subsequent assessment.

## Unit Learning Outcomes

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

1. Identify key contemporary issues for Indigenous people in Australia
2. Discuss 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.

N/A

## 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	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice			•	
9 - Social Innovation		•		
10 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•		•	•			•	•	•	
2 - Written Assessment - 60%	•		•	•			•	•	•	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bron McFarlane** Unit Coordinator  
[b.a.mcfarlane@cqu.edu.au](mailto:b.a.mcfarlane@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 1: Introduction: theory, issues &amp; controversies</b> This week provides core understandings and an important overview. You are introduced to the core theory of colonisation and settler colonialism, and the idea of the cultural interface. There is also an overview to contemporary history and issues arising.	See Moodle for readings	Post to Discussion Forum

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 2: History and history writing: the power of the colonial and settler colonial perspective in shaping understandings of history</b> 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 of history, including the history wars and reflection on how this continues to shape the present, including for example, the current date of Australia day.	See Moodle for readings	Post to Discussion Forum

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 3: First Nations political participation &amp; representation: from terra nullius to the recent present</b> You reflect on history and the enduring impact of the legal term terra nullius through readings and ideas. Patterns and mechanisms of exclusion which were used to dispossess First Nations Australians of political citizenship are examined. An exploration of recent participation of First Nations people within the Australian political system is undertaken.	See Moodle for readings	Post to Discussion Forum

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 4: Students examine First Nations Health and Well-being under settler colonialism. We consider how settler-colonialism has impacted on health and well-being</b> We consider health in a holistic sense: social, physical and spiritual and the social determinants of health today.	See Moodle for readings	Post to Discussion Forum

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5: Stolen Generations**

You will consider the rationales underlying the removal of First Nations children from their families. The consequences of these removals for individuals, families, communities and cultures impact strongly today. Students gain awareness of intergenerational and transgenerational trauma.

See Moodle for readings

Post to Discussion Forum

**Vacation Week - 08 Apr 2024****Module/Topic****Chapter****Events and Submissions/Topic**

Vacation

**Week 6 - 15 Apr 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 6: Law and social Justice Issues impacting First Nations peoples**

This week reflects on understanding crime including the over-representation of First Nations people in prisons and the implications of this in terms of deaths in custody.

See Moodle for readings

Post to Discussion Forum  
Assessment 1 due 19th April

**Drawing on scholarly readings, describe and discuss in an academic essay, two contemporary issues arising out of settler colonialism as per the task description** Due: Week 6 Friday (19 Apr 2024) 11:45 pm AEST

**Week 7 - 22 Apr 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 7: Education, colonisation and human rights: decolonising education**

You reflect on education as a tool of colonisation and the role of decolonisation. We examine the underlying issues related to the participation and retention of First Nations people in Australia's education system.

See Moodle for readings

Post to Discussion Forum

**Week 8 - 29 Apr 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 8: Treaty, sovereignty and makarrata: a sovereign people**

You reflect on readings and ideas on ethical responsibility on First Nations land. We consider the implications of First Nations sovereignty; a sovereignty that was never surrendered. We discuss Treaty and the issues around what a treaty might mean. What is the present and future path in Makarrata (coming together after a struggle)?

See Moodle for readings

Post to Discussion Forum

**Week 9 - 06 May 2024****Module/Topic****Chapter****Events and Submissions/Topic**

**Week 9: First Nations people: art, music, dance, writing & film**

An exploration into how First Nations knowledges broaden understanding. You will gain awareness of the cultural explosion of Indigenous peoples' contributions to art (music, dance, writing and film) in Australia and the world.

See Moodle for readings

Post to Discussion Forum

**Week 10 - 13 May 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 10: Restorative Justice and the idea of reconciliation: reflecting toward an ethical settler positioning**

You will reflect on the ethics that underlie reconciliation. The concept of restorative justice is explored. Consideration is given to the issues connected to reconciliation, justice and human rights.

See Moodle for readings

Post to Discussion Forum

**Week 11 - 20 May 2024****Module/Topic****Chapter****Events and Submissions/Topic****Week 11: Employment, a Human Right**

The high rates of unemployment and low income levels in the First Nations population arise out of the broader social impacts of settler colonialism. We consider how access to education, marginalisation, racism and the failure of cultural recognition has impacted on work participation.

See Moodle for readings

Post to Discussion Forum

**Week 12 - 27 May 2024****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

Assessment 2 due 31st May

**Drawing on scholarly readings, describe and discuss in an academic essay: Choice 1- Australia's First Nations prison population, and in particular the relationship between First Nations youth and the criminal justice system. OR Choice 2 -Treaty & Makarrata: a critical and ethical consideration (see task description).** Due: Week 12 Friday (31 May 2024) 11:45 pm AEST

**Review/Exam Week - 03 Jun 2024****Module/Topic****Chapter****Events and Submissions/Topic**

No Exam

**Exam Week - 10 Jun 2024****Module/Topic****Chapter****Events and Submissions/Topic****Assessment Tasks**

# 1 Drawing on scholarly readings, describe and discuss in an academic essay, two contemporary issues arising out of settler colonialism as per the task description

## Assessment Type

Written Assessment

## Task Description

Using references from scholarly literature in this unit or elsewhere in your research, write an academic essay that identifies and discusses two contemporary issues arising out of the impact of settler colonialism on First Nations people (approximately 725 words for each contemporary issue). Write a conclusion which sums up your two chosen issues and their impact. Below is a suggested guide to organise your essay:

- Your introduction: Outline what is settler-colonialism, and state the two issues you have chosen to write about; (250 words)
- First contemporary issue (state the issue, describe and discuss the issue and how settler-colonialism influenced this); (725 words)
- Second contemporary issue (state the issue and describe and discuss the issue and how settler-colonialism influenced this); (725 words)
- Conclusion provide a summary of what you have written; (300 words).

Post your reflection on your essay to the Discussion Forum. This is your personal reflection, it does not have a word limit and does not specifically attract marks. Share with others how you are feeling about what you have written in your essay and how you are feeling about the unit content. This is also a requirement of your assignment and marks will be deducted if your discussion post is not attached to the back of your assignment.

## Word length: 2000 words.

APA referencing

Submit Assessment 1 via Moodle, as one word document which includes in the following order:

- Cover sheet
- Marking sheet
- Your essay
- Reference list
- Appendix (forum post)

## Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:45 pm AEST

Via Moodle

## Return Date to Students

Week 8 Friday (3 May 2024)

Via Moodle

## Weighting

40%

## Assessment Criteria

See Assessment criteria rubric in Moodle. Here is an overview:

- 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 demonstrated with unit readings & theory (& unit lectures/tuts as appropriate to question)

Clarity:

- Introduction: states aims, purpose and approach to question;
- Body: clear, logical developed argument;
- Conclusion: A coherent final position that reflects the arguments of the essay.

Overall: demonstrated clear critical reflection/ethical reflection: coherent, considered & informed by academic literature

Writing is at a university standard: referenced, grammatical & all parts of the question are completed. FORUM POSTING ATTACHED AS AN APPENDIX. APA referencing; font-size 11+, spelling & word length +/-10%

Referencing Style: American Psychological Association (APA 7th edition)



## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit in Moodle

## Graduate Attributes

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

## Learning Outcomes Assessed

- Identify key contemporary issues for Indigenous people in Australia
- Discuss 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.

2 Drawing on scholarly readings, describe and discuss in an academic essay: Choice 1- Australia's First Nations prison population, and in particular the relationship between First Nations youth and the criminal justice system. OR Choice 2 -Treaty & Makarrata: a critical and ethical consideration (see task description).

## Assessment Type

Written Assessment

## Task Description

### CHOICE 1:

Australia's First Nations peoples are the most incarcerated population group in the world. Discuss Australia's First Nations prison population, and in particular the relationship between First Nations youth and the criminal justice system (see task description). Here is a guide for structuring your essay:

Your Introduction: this clearly states what it is you will be writing about; (200w).

Outline the current positioning of Australia's First Nations people in the Australian prison system; (750w).

Explain the relationship between First Nations youth and the criminal justice system. What is Australia's human rights record and how is this country addressing restorative justice? (850 w).

Conclude your essay; (200w).

Post your personal reflection via the Discussion Forum and attach a copy to the very back of your essay as an appendix. This is your personal reflection, it does not have a word limit and does not specifically attract marks. Share with others how you are feeling about what you have written in your essay and how you are feeling about the unit content. This is also a requirement of your assignment, and marks will be deducted if it is no attached to your assessment.

**OR**

### CHOICE 2:

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

First Nations people have struggled, and continue to struggle for a voice. There have been many attempts to engage governments in meaningful dialogue yet, First Nations Australians have never ceded their sovereignty. Here is a guide for structuring your essay:

Your introduction: This clearly states what it is you are writing about; (200 w)

On Australia Day in 1938 First Nations people held a Day of Mourning to draw Australia's attention to the plight of First Nations people. The current treaty document before Australia is the Uluru Statement from the Heart (2017). Outline what happened and the requests made on the 1938 Day of Mourning; (750w)

Outline the key requests of the Uluru Statement from the Heart (2017). Compare the requests of the Uluru Statement from the Heart (2017) to the requests made back on the Day of Mourning (1938). Ethically evaluate how far Australia has come towards a treaty? (850w).

Conclude your essay; (200w).

Post your personal reflection via the Discussion Forum and attach a copy to the very back of your essay as an appendix.

This is your personal reflection, it does not have a word limit and does not specifically attract marks. Share with others how you are feeling about what you have written in your essay and how you are feeling about the unit content. This is also a requirement of your assignment, and marks will be deducted if your reflection Discussion Forum post is not attached.

Submit your assignment in one word document comprising, in the following order:

The Cover Sheet

The Marking Sheet

Your essay

Your reference list

Attach a copy of your Discussion Forum post to the very back of your assignment as an appendix.

Word Length 2,000 words.

APA referencing

### **Assessment Due Date**

Week 12 Friday (31 May 2024) 11:45 pm AEST

In Moodle

### **Return Date to Students**

Exam Week Friday (14 June 2024)

Via 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 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Via Moodle

### **Graduate Attributes**

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

### **Learning Outcomes Assessed**

- Identify key contemporary issues for Indigenous people in Australia
- Discuss 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.

## 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