



ABST102

Dharug Country: Presences, Places and People

S2 Day 2019

Dept of Indigenous Studies

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces students to Dharug perspectives about Country, spiritual concepts including human and non-human ancestors, and the importance of connecting to place and belonging. Students will learn valuable insights from a diverse group of Dharug community members telling their own stories about sites of significance to them. Students will be introduced to Dharug language, art and other cultural practices demonstrating the continuity of knowledges that Dharug people have maintained for over 65,000 years. This unit allows students to connect with contemporary Dharug people and learn about the impact of colonisation on the community and also better understand how Dharug people and communities have resisted and survived. Dharug people will share stories of importance so students can be more aware of the politics of place.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Recognise who Dharug people are and their connection to place

Explore the concept of 'Country' as a relational space

Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems

Examine the politics of place and the impact of colonisation on Dharug people and Country

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used. Indigenous Studies use the Harvard referencing style.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	40%	No	Weeks 1-13
<u>Video Production/Presentation</u>	20%	No	29/09/19
<u>Reflective Essay (2000 words)</u>	40%	No	22/11/19

Participation

Due: **Weeks 1-13**

Weighting: **40%**

Students are required to actively participate in:

- All face to face sessions (yarning circles)
- Experiential opportunities (out on Country visits to sites)
- iLearn forums (e.g. fortnightly sharing “blog” experiences and Leganto readings: student discussions opportunities)

Assessment Criteria:

- Evidence of Student Participation, e.g. posting to the iLearn forum, posting photos, individual perspectives on visits to sites, etc.
- Commentary is relevant to the current theme
- Commentary shows critical analysis
- Commentary shows reflexive participation e.g. photo productions with synopsis of how the photo assists in developing your connection to the place

Learning Objectives:

Students will

- develop familiarity with online interactions
- develop group participation skills
- develop consistent, ongoing participation practices
- develop critical analysis skills through discussions
- develop reflexive participation practices through visual productions, e.g. photographs
- develop an understanding of alternative ways of learning through experiential methods

On successful completion you will be able to:

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Video Production/Presentation

Due: **29/09/19**

Weighting: **20%**

A. Create a five-minute Video responding to the following:

- Choose a Place of Dharug significance on Dharug Country

- Where is it located? Provide map
- Provide historic/geographic/personal knowledges about this place
- Who and what is it significant to? Provide evidence from materials (readings, iLearn content)
- Why it is significant? Provide evidence from materials (readings, online content)
- How does it reflect cultural continuity? Provide evidence from materials (readings, iLearn content)
- How has this site and its living creatures impacted you? What questions are raised by engaging with the site, Dharug community members and the importance of in-situ relationships with places, other-than-human beings across time.

B. Presenting and Sharing your Video with other students

- See instruction on the iLearn page

Assessment Criteria:

- It is succinct and within the time limit
- It fulfills the instructions as outlined above
- It shows critical analytic engagement
- It reflects your personal responses to the experience of learning from Country
- Includes a 300-word synopsis
- Is presented, shared and discussed with peers on the iLearn forum

Learning Outcomes:

Students will:

- Develop skills using audio and visual media as alternative ways of learning and doing
- Develop skills in learning through experiential means
- Develop critical analytic skills
- Develop abilities to present individual engagement through alternative forms of production

On successful completion you will be able to:

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Reflective Essay (2000 words)

Due: **22/11/19**

Weighting: **40%**

Essay Topic: Caring for Country when Country is a city - whose responsibility is it and why is it important?

Substantiate your perspective from the readings, engagements with Places, Presences and People, and considerations about Why Bother? (Theme 5) and Futures (Theme 6).

Instructions:

- Consider your engagement and experiential learning throughout this unit
- Write an essay on the essay topic – MAXIMUM 2000 WORDS.
- Substantiate your perspective from your
 - unit readings
 - engagements with Places, Presences and People and
 - Reflective Journal
 - Participation in iLearn Forums

Assessment Criteria:

- Answers the Question
- Within the word limit
- Evidence drawn from Readings
- Evidence drawn from Engagement on Place
- Evidence drawn from Community members' commentaries
- Evidence drawn from Reflective Journal
- Evidence drawn from iLearn Forums
- Shows critical thinking
- Argues a case showing logical cohesion
- Written skills in evidence (grammar, spelling etc.)

Learning Objectives:

Students will:

- Develop reflexive learning skills showing critical analytic skills through written engagement
- Develop written skills of logical cohesion, spelling and grammar
- Develop confidence in expressing their viewpoint and arguing their case using evidence

On successful completion you will be able to:

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
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- Examine the politics of place and the impact of colonisation on Dharug people and Country

Delivery and Resources

The Unit will be run on a fortnightly basis across 7 themes.

Each fortnight will consist of :

Week 1: iLearn content involving readings, viewings, listenings, and forum participation (2 hours) plus a face to face Yarning Session (1 hour) totalling 3 hours.

Week 2: Out-on-Country experiential learning engagement with various sites on Dharug Ngurra, taking 3 hours.

Resources for the unit are to be found listed within each theme on the website. There are extra readings available also on the site as Extras! As the title indicates these are not part of your required reading, but for follow up if you are particularly interested in a topic.

Unit Schedule

ABST 102 Fortnightly Timeline

ACTIVITY	START	END	NOTES
Theme 1: Meeting Place and Dharug Nura/Country	29/7/ 19	2/8/ 19	Online (2 hours) content: JR Introduction (video) + Unit Overview + Topic: Dharug <u>Country</u> + Yarning Session (1 hour)
Out on <u>Countr</u> <u>y</u> (Experiential Learning)	5/8/19	9/8/ 19	Student Visit/Student Forum/Student Journal (3 hours)
Theme 2: Meeting <u>Prese</u> <u>nces</u>	12/8/ 19	16/ 8/19	Online (2 hours) Ancestors + Storying + Signif. Identifiers + Video (RG, CL, CT, AT) + Yarning Session (1 hour)
Out on <u>Countr</u> <u>y</u> (Experiential Learning)	19/8/ 19	23/ 8/19	Student Visit/Student Forum/Student Journal
Theme 3: Goanna Places	26/8/ 19	30/ 8/19	Places of Belonging on <u>Country</u> - Why?
Out on <u>Countr</u> <u>y</u> (Experiential Learning)	2/9/19	6/9/ 19	Student Visit/Student Forum/Student Journal (3 hours)

Theme 4: Meeting People	9/9/19	13/ 9/19	Summary/Preparation for Assessment Task 2
Recess 1	16/9/ 19	20/ 9/19	
Recess 2	23/9/ 19	27/ 9/19	Assessment Task 2: Individual/Group Video Presentations Date Due: 27/9/19 See iLearn for Details
Theme 5: Significant Questions 1: Why Bother?	30/9/ 19	4/ 10/ 19	Sustainability, Resilience, Wellbeing
Out on Countr y (Experiential Learning)	7/10/ 19	11/ 10/ 19	Student Visit/Student Forum/Student Journal (3 hours)
Theme 6: Significant Questions 2: Futures?	14/10/ 19	18/ 10/ 19	From Resilience to Renewal and Regenerationa: Caring through Practice
Yarning Session: Elder s /Academics Yarning Session/ Student Forum	21/10/ 19	25/ 10/ 19	Justice: What is it and whose counts? How does this Unit prepare us for future?
Theme 7: Unit Summary and Preparation for Assessment Task 3	28/10/ 19	1/ 11/ 19	Academics meet students as a group for a discussion on the place of the unit in relation to their expertise Date: tbc
Leaving Place and Assessment 3	4/11/ 19	8/ 11/ 19	Students complete Assessment Task 3: 2000 word Reflective Essay: Consider your engagement and experiential learning throughout this unit. From your reflections answer the following question: Caring for Countr y when Countr y is a city - whose responsibility is it? Why? Substantiate your perspective from the readings, engagements with Places, Presence s and People.
Exam Week	11/11/ 19	15/ 11/ 19	Assessment 1: Participation across the Semester: Date: 15/11/19
Exam Week	18/11/ 19	22/ 11/ 19	Assessment 3: Reflective Essay Date Due: 22/11/19
Exam Week	25/11/ 19	29/ 11/ 19	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems

- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space
- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Recognise who Dharug people are and their connection to place
- Explore the concept of 'Country' as a relational space

- Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems
- Examine the politics of place and the impact of colonisation on Dharug people and Country

Assessment tasks

- Participation
- Video Production/Presentation
- Reflective Essay (2000 words)

Terminology protocols for Indigenous Studies

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islander people do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples.

While Aboriginal and Torres Strait Islander people are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is an Aboriginal and/or Torres Strait Islander person and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racist language, use (sic) directly after the inappropriate term or phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.