



FOAR100

Indigenous Cultural Exchange

S1 Online 2019

Arts Faculty level units

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Disclaimer

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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

The concepts of knowledge and knowledge systems are explored in this unit with a focus on how Indigenous populations understand themselves in the physical world and how this translates into social and cultural practice. Drawing upon the idea of situated knowledge this unit explores the learning that takes place in the process of engaged observation and practice in Indigenous contexts. Students will be introduced to the concept of Indigenous knowledges and Indigenous ways of knowing, doing and being. Students will also be active educators and draw on their own knowledges and share with other learners. This unit looks at knowledge in relation to land, water and sky, among many topics, and the way in which knowledge is applied in traditional and contemporary modes.

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:

Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.

Be able to collaborate with Indigenous people in the exploration of ideas

Demonstrate an understanding of Indigenous knowledges scholarship

Be able to think critically and reflectively about Indigenous peoples understandings of

themselves and in the world.

Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

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>Reflective Work</u>	30%	No	Weekly
<u>Personal Research Project</u>	40%	No	Week 13: June 5th
<u>Presentation</u>	30%	No	17 June 2019

Reflective Work

Due: **Weekly**

Weighting: **30%**

Background

Reflective writing is a useful way to internalise concepts and ideas. It also serves as a way to demonstrate your understanding of a topic, concept, or lesson. In higher education reflective writing is often used by unit convenors to monitor students' progress and comprehension of unit material.

Task Details

Each week throughout the unit you will be asked to write a reflective piece and post it on iLearn. You can discuss your ideas in class with friends and with your tutor however the work is to be written by yourself.

You will need to write between 150 – 250 words for each week.

Due Date

The reflective piece is due before the next lecture each week. You will post your reflect in the forum link on iLearn each week.

On successful completion you will be able to:

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Personal Research Project

Due: **Week 13: June 5th**

Weighting: **40%**

Background

A personal research project is an opportunity to conduct research on a topic that interests you. At the end of the research project you will have an essay-length written piece which refers to relevant scholarly literature to discuss and analyse your chosen topic.

Task Details

Students will be required to write a 1500-word essay. In consultation with your tutor, you should pick a topic that interests you (for example: football, basketball, music, fishing, dance, art, reading). You will conduct research through the library and online to **Discuss the impact of colonisation on your chosen topic.**

You will submit this assignment in two parts.

1. You will create an essay plan based on the ideas from Week Three's lecture. We will work on these in class

2. You will submit your essay via Turnitin on iLearn.

On successful completion you will be able to:

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- Be able to collaborate with Indigenous people in the exploration of ideas
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- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Presentation

Due: **17 June 2019**

Weighting: **30%**

Background

At university you will often be required to present your ideas to the class or small group. Presentations are useful ways of getting to know what other people are working on, and a great way to communicate your ideas to a group of people. Employers often look for employees with great presentation skills.

Task Details

Your presentation will be based on your Personal Research Project. In the last week of this unit you will be asked to present your ideas from your essay to the class. You can choose to utilise PowerPoint slides or you can simply read from notes. The main aim of this task is to clearly inform others in the class about your own research.

This presentation will take place in your community. You will need to video record this presentation and upload it as a private vimeo video (instructions given on the iLearn site).

On successful completion you will be able to:

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Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

Students are to listen to engage with all material on ilearn.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.
- Be able to collaborate with Indigenous people in the exploration of ideas
- Demonstrate an understanding of Indigenous knowledges scholarship

- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment tasks

- Reflective Work
- Personal Research Project
- Presentation

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

- Be able to collaborate with Indigenous people in the exploration of ideas
- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment tasks

- Reflective Work
- Personal Research Project
- Presentation

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 outcome

- Demonstrate an understanding of Indigenous knowledges scholarship

Assessment task

- Reflective Work

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.
- Be able to collaborate with Indigenous people in the exploration of ideas
- Demonstrate an understanding of Indigenous knowledges scholarship
- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment tasks

- Reflective Work
- Personal Research Project
- Presentation

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.

- Be able to collaborate with Indigenous people in the exploration of ideas
- Demonstrate an understanding of Indigenous knowledges scholarship
- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment tasks

- Reflective Work
- Personal Research Project
- Presentation

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.
- Be able to collaborate with Indigenous people in the exploration of ideas

Assessment task

- Personal Research Project

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.
- Be able to collaborate with Indigenous people in the exploration of ideas

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Assessment tasks

- Reflective Work
- Personal Research Project
- Presentation

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

- Communicate ideas using a range of media including written and oral language, visual and aural representations and performance.
- Be able to collaborate with Indigenous people in the exploration of ideas
- Demonstrate an understanding of Indigenous knowledges scholarship
- Be able to think critically and reflectively about Indigenous peoples understandings of themselves and in the world.
- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment task

- Personal Research Project

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

- Be able to collaborate with Indigenous people in the exploration of ideas
- Be able to think critically and reflectively about Indigenous peoples understandings of

themselves and in the world.

- Be aware and have respect for the diversity and complexity of Indigenous Knowledges, cultures and identities in terms of continuity.

Assessment tasks

- Personal Research Project
- Presentation

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 Islanders 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 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 Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racists language, use (sic) directly after the inappropriate term of 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.