



ABST1020

Dharug Country: Presences, Places and People

Session 2, Fully online/virtual 2020

Department of Indigenous Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	4
<u>Policies and Procedures</u>	6
<u>INDIGENOUS PROTOCOLS</u>	8

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Jo Rey

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Bronwyn Carlson

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Credit points

10

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:

ULO1: Recognise who Dharug people are and their connection to place

ULO2: Explore the concept of 'Country' as a relational space

ULO3: Describe contemporary Dharug cultural practices and how these are connected to older knowledge systems

ULO4: Examine the politics of place and the impact of colonisation on Dharug people

and Country

Assessment Tasks

Name	Weighting	Hurdle	Due
Video Creation and Presentation	30%	No	5.00 pm 25/09/20
Participation	30%	No	All Semester
Reflective Essay	40%	No	5.00pm 11/11/20

Video Creation and Presentation

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 20 hours

Due: **5.00 pm 25/09/20**

Weighting: **30%**

Create a five-minute Video in relation to a place of Dharug significance on Dharug Country.

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

Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 12 hours

Due: **All Semester**

Weighting: **30%**

A variety of activities in the online and fieldwork classes.

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

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **5.00pm 11/11/20**

Weighting: **40%**

Write an essay on the essay topic – **MAXIMUM 2000 WORDS**

On successful completion you will be able to:

- Recognise who Dharug people are and their connection to place
- 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

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

All engagement with the unit will be online, through the ABST1020 iLearn site and from the Lecturer: Dr. Jo Anne Rey via email: jo.rey@mq.edu.au. The Unit is delivered thematically, across 7 fortnightly themes, progressively available across the semester. Access to content and resources (readings, audio, visuals) for each theme is available through clickable portals on the Possum Skin on the home page, which takes students to the Theme menu, with fortnightly *Required Doings* providing the outline of what each student is to do for that theme.

Unit Schedule

ABST1020 2020 SCHEDULE/FORTNIGHTLY TIMELINE

ABST1020 Fortnightly Timeline

ACTIVITY	START (Mon)	END (Sun)	NOTES
Theme 1: Introduction and Dharug Nura/Country (Portal Open: 21/02)	27/07/20	02/08/ 20	Online (Lecture 1 hour) content: JR Introduction (video) + Unit Overview + (Readings/Videos 1 hour) + Yarning Session (1 hour)

Out on Country (Experiential Learning)	03/08/20	09/08/19	Student Visit/Research, Student Forum/Blog, Student Journal (3 hours)
Theme 2: Meeting Presences (Portal Open: 07/03)	10/08/20	16/08/20	Online (Lecture 1 hour) Ancestors + Storying + Significant. Identifiers + Readings/Video (1 hour) + Yarning Session (1 hour)
Out on Country (Experiential Learning)	17/08/20	23/08/20	Student Visit/Research, Student Forum Blog, Student Journal (3 hours)
Theme 3: Place and Places (Portal Open: 21/03)	24/08/20	30/08/20	Places of Belonging on Country - Why? (Lecture: 1 hour; Readings/Video 1 hour; Yarning Session (1 hour)
Out on Country (Experiential Learning)	31/08/19	06/09/20	Student Visit/Research, Student Forum/Blog, Student Journal (3 hours)
Theme 4: Meeting People (Portal Open: 04/04)	07/09/20	13/09/20	People + Summary/Preparation for Assessment Task 2 (Lecture 1 hour; Readings/Video 1 hour; Yarning Session 1 hour)
Recess 1	14/09/20	20/09/20	Assessment Task 2 Preparation: Individual Video Presentations OR Research online
Recess 2	21/09/20	27/09/20	<u>Assessment Task 2 Due Date:</u> Friday 25.09.20 5.00 pm. Individual Video Presentations OR Research Online
Theme 5: Significant Question 1: Why Bother? (Portal Open: 25/04)	28/09/20	04/10/20	Sustainability, Resilience, Wellbeing (Lecture 1 hour; Readings/Video 1 hour; Yarning Session 1 hour)
Out on Country (Experiential Learning)	05/10/20	11/10/20	Student Visit/Research, Student Forum/Blog, Student Journal (3 hours) <u>Assessment Task 2 Marking Due:</u> Week commencing 05.10.20
Theme 6: Significant Question 2: Futures? (Portal Open: 09/05)	12/10/20	18/10/20	Futures? Caring Takes Time: From Resilience to Renewal and Regeneration: (Lecture 1 hour; Readings/Video 1 hour; Yarning Session 1 hour)
Out on Country (Experiential Learning)	19/10/20	25/10/20	Student Visit/Research, Student Forum/Blog, Student Journal (3 hours)

Theme 7: Leaving Place - Unit Summary and Preparation for Assessment Task 3 (Portal Open: 23/05)	26/10/20	01/11/20	Leaving a Trailing Tail/Tale in the Sand – where have we been, where are we going? + Prep. Assess. 3.
Yarning Session: Elders/Academics Yarning Session/ Student Forum ???	02/11/20	08/11/20	Community Elders meet students as a group or online for a discussion on the place of the unit in relation to Academics' expertise Date: tbc Preparation for 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 Country when Country is a city - whose responsibility is it? Why? Substantiate your perspective from the readings, engagements with Places, Presences and People.
Exams	09/11/20	15/11/20	<u>Assessment 3: Reflective Essay Date Due : 11/11/20 5.00 pm</u>
Exams	16/11/20	22/11/20	<u>Assessment 1: Participation in Blog across the Semester:</u> <u>Marking Due: week commencing 16.11.20</u>
Exams	23/11/20	29/11/20	<u>Assessment 3: Marking Due: week commencing 23.11.20</u>

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.*)

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

INDIGENOUS PROTOCOLS

See https://www.mq.edu.au/data/assets/pdf_file/0005/520970/Indigenous-Cultural-Protocols-f-or-distribution-120417.pdf

which outlines respectful engagement and relationship protocols. Particular attention with respect to **written and oral language use** is required for your assessment tasks.

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 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.