



# ABSX1020

## Dharug Country: Presences, Places and People

Session 2, Fully online/virtual 2021

*Department of Indigenous Studies*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

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Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Jo Rey

[jo.rey@mq.edu.au](mailto:jo.rey@mq.edu.au)

Convenor, tutor

Anissa Jones

[anissa.jones@mq.edu.au](mailto:anissa.jones@mq.edu.au)

By appointment

Bronwyn Carlson

[bronwyn.carlson@mq.edu.au](mailto:bronwyn.carlson@mq.edu.au)

Tutor

Cassandra Rowe

[cassandra.rowe@mq.edu.au](mailto:cassandra.rowe@mq.edu.au)

By appointment

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

## General Assessment Information

### 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.

#### 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 as '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.

For more information please refer to the Terminology Guide available in iLearn.

## 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
<a href="#"><u>Video Creation and Presentation</u></a>	30%	No	03.10.2021
<a href="#"><u>Participation in all content and tasks</u></a>	30%	Yes	fortnightly across 6 themes
<a href="#"><u>Reflective Essay</u></a>	40%	No	07.11.2021

### Video Creation and Presentation

Assessment Type <sup>1</sup>: Media presentation

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **03.10.2021**

Weighting: **30%**

Review all material related to Dharug Country and create a five-minute Video in relation to a comparable place of significance to your local Aboriginal or Torres Strait Islander community representing Country (this may be Dharug Country depending on where students are located).

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 in all content and tasks

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 12 hours

Due: **fortnightly across 6 themes**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

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 <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **07.11.2021**

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

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<sup>1</sup> 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.

<sup>2</sup> 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

### READINGS ABST1020 S2 2021 – UNIT GUIDE INFORMATION

#### THEME 1: NGURRA

Read 1 of the following:

- Attenbrow, V. (2010). In: *Sydney's Aboriginal Past: Investigating the archaeological and historical records*. Pp. 17-45
- Currie, J. (2008). In: *Bo-ra-ne Ya-goo-na Par-ry-boo-go Yesterday Today Tomorrow: An Aboriginal history of Willoughby*. Pp. 3-18
- Knox, K. and Stockton, E. (2019). *Aboriginal Heritage of the Blue Mountains: Recent Research and Reflections*. Chapter 1.

#### THEME 2: PRESENCES

Read 2 of the following:

- Attenbrow, V. (2010). (Chapter 4) In: *Sydney's Aboriginal Past: Investigating the archaeological and historical records*. Pp. 37-46.
- Currie, J. (2008). In: *Bo-ra-ne Ya-goo-na Par-ry-boo-go: Yesterday Today Tomorrow. An Aboriginal history of Willoughby*. Pp 58-71
- Rey (2019) *Tracking Voices: Dharug women's perspectives on , places, and practices*. pp.148-155

#### THEME 3: PLACES

Read 2 of the following:

- Karskens, G. (2020). *People of the River*. Ch. 1: pp.17-38

- Attenbrow, V. (2010). (Chapter 5). In: *Sydney's Aboriginal Past: Investigating the archaeological and historical records*. Pp. 47-56
- Kohen, J. & Brook, J. (1991). In: *The Parramatta Native Institution and the Black Town: a history*. Kensington, N.S.W.: New South Wales University Press. Pp. 54-89.
- Kohen, J. & Brook, J. (1991). In: *The Parramatta Native Institution and the Black Town: a history*. Kensington, N.S.W.: New South Wales University Press. Pp. 132-157.

#### **THEME 4: PEOPLE**

Read Carlson & 1 of the following:

- Carlson, Bronwyn. [online]. In: Carlson, Bronwyn. *Politics of Identity: Who counts as Aboriginal today?* The. Canberra, ACT: Aboriginal Studies Press, 2016: 1-15.
- Karskens, G. (2020). *People of the River*, Chapter 11: Family Survival. Pp. 362 -394.
- Attenbrow, V. (2010). In: *Sydney's Aboriginal Past: Investigating the archaeological and historical records*. Pp. 47-56
- Currie, J. (2008). In: *Bo-ra-ne Ya-goo-na Par-ry-boo-go: Yesterday Today Tomorrow. An Aboriginal history of Willoughby*. Pp 31- 57.

#### **THEME 5: WHY BOTHER?**

Read 2 of 3:

- Rey, J. and Harrison, N. (2018). *Sydney as an Indigenous place: "Goanna walking" brings people together*. *AlterNative: An International Journal of Indigenous Peoples*. doi: 10.1177/1177180117751930
- Arabena, Kerry (2015). In: *Becoming Indigenous to the Universe: reflections on living systems, indigeneity and citizenship*. North Melbourne, Vic. Australian Scholarly Publishing, pp. 1-15.
- Steffenson, V. (2020). *Fire Country*. Ch: 22: Healing People with Country pp171-182

#### **THEME 6: FUTURES?**

Read 2 OF THE FOLLOWING

- Rey, J. (2019) Dharug Custodial Leadership: Uncovering Country in the City. <https://journals.uvic.ca/index.php/winhec/article/view/18941>
- Steffenson, V. (2020). *Fire Country*. Ch. 24: Living Knowledge. Pp 184-205
- **THEME 7: LEAVING PLACE**

Choose 2 of the following:



- Larson, S. and Johnson, J. (2017). (Daniel Wildcat) In: *Being Together in Place: Indigenous Co-existence in a more than human world*. pp. ix-xii.
- Larson, S. and Johnson, J. (2017). In: *Being Together in Place: Indigenous Co-existence in a more than human world*. pp. 1-22.
- Larson, S. and Johnson, J. (2017). In: *Being Together in Place: Indigenous Co-existence in a more than human world*. pp.184-202.
- Rey, J. (2019). In: *Country Tracking Voices: Dharug women's perspectives on presences, places and practices* (Thesis). Pp. 310 – 346
- **Re-Read:** the articles and materials that have been provided.

## Unit Schedule

See iLearn site for schedule.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](mailto: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](http://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](mailto: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/](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.