



ABST1020

Dharug Country: Presences, Places and People

Session 1, Special circumstance 2021

Department of Indigenous Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	10

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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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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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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://students.mq.edu.au/important-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 '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
<u>Participation</u>	30%	No	Last day each fortnight
<u>Video Creation and Presentation</u>	30%	No	16,04.21, 5.00pm
<u>Reflective Essay</u>	40%	No	18.06.2021, 5.00 pm

Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 12 hours

Due: **Last day each fortnight**

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

Video Creation and Presentation

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 20 hours

Due: **16,04.21, 5.00pm**

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

Reflective Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **18.06.2021, 5.00 pm**

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 [Learning Skills Unit](#) 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

READINGS ABST1020 S1 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). *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

- article: Custodial Leadership <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

ABST1020 SCHEDULE S1 2021 SCHEDULE/FORTNIGHTLY TIMELINE

ABST1020 Fortnightly Timeline (Week 1: Lecture & 'Doings' /Week 2: Out on Country)

ACTIVITY	START (Mon.)	END (Sun.)	NOTES

Unit guide ABST1020 Dharug Country: Presences, Places and People

Theme 1: Introduction and Dharug Nura/Country (Portal Open: 20.02.21)	22.02.21	28.02.21	Online (1 hour) lecture content: JR Introduction (video) + 'Doings' (Viewing, Reading, Reflecting, Topic: Dharug Country + Unit Overview +Yarning Session (1 hour)
Out on Country (Experiential Learning)	01.03.21	07.03.21	Student Visit/Student Forum/Student Journal (3 hours) Select your Visit + Post on the blog.
Theme 2: Meeting Presences (Portal Open: 06.03.21)	08.03.21	14.03.21	Online (2 hours) Ancestors + Storying + Signif. Identifiers + Video (RG, CL, CT, AT) + Yarning Session (1 hour)
Out on Country (Experiential Learning)	15.03.21	21.03.21	Student Visit + Post on the blog + Learning Journal (3 hours)
Theme 3: Place and Places (Portal Open: 20.03.21)	22.03.21	28.03.21	Places of Belonging on Country - Why?
Out on Country (Experiential Learning)	29.03.21	04.04.21	Student Visit/Student Forum/Student Journal (3 hours) Student Visit + Post on the blog + Learning Journal
Recess 1	05.04.21	11.04.21	Assessment Task 2? Date: tbc Individual/Group Video Presentations
Recess 2	12.04.21	18.04.21	Assessment Task 2? Date: tbc Individual/Group Video Presentations
Theme 4: Meeting People (Portal Open: 17.04.21)	19.04.21	25.04.21	Summary/Preparation for Assessment Task 2
Out on Country (Experiential Learning)	26.04.21	02.05.21	Student Visit/Student Forum/Student Journal (3 hours) Student Visit + Post on the blog + Learning Journal
Theme 5: Significant Question 1: Why Bother? (Portal Open: 01.05.21)	03.05.21	09.05.21	Sustainability, Resilience, Wellbeing
Out on Country (Experiential Learning)	10.05.21	16.05.21	Student Visit/Student Forum/Student Journal (3 hours) Student Visit + Post on the blog + Learning Journal

Unit guide ABST1020 Dharug Country: Presences, Places and People

<p>Theme 6: Significant Question 2: Futures?</p> <p>(Portal Open: 15.05.21)</p>	17.05.21	23.05.21	From Resilience to Renewal and Regeneration: Caring through Practice
<p>Out on Country (Experiential Learning)</p>	24.05.21	30.05.21	<p>Student Visit/Student Forum/Student Journal (3 hours)</p> <p>Student Visit + Post on the blog + Learning Journal</p>
<p>Yarning Session: Elders/Academics Yarning Session/ Student Forum</p>	TBC	TBC	<p>Justice: What is it and whose counts? How does this Unit prepare us for future?</p>
<p>Theme 7: Leaving Place - Unit Summary and Preparation for Assessment Task 3</p> <p>(Portal Open: 29.05.21)</p>	31.05.21	06.06.21	<p>Academics meet students as a group for a discussion on the place of the unit in relation to Academics' expertise</p> <p>Date: tbc</p>
<p>Leaving Place: Assessment 3</p>			<p>Students complete Assessment Task 3: 2000 word Reflective Essay:</p> <p>Consider your engagement and experiential learning throughout this unit. From your reflections answer the following question:</p> <p>Caring for Country when Country is a city - whose responsibility is it?</p> <p>Why? Substantiate your perspective from the readings, engagements with Places, Presences and People.</p> <p>Date: tbc</p>
<p>Exams</p>			<p>Assessment 1: Participation in Blog across the Semester:</p> <p>Date Due: 11.06.21, 5.00 pm</p> <p>Marking Due: 25.06.21</p>
<p>Exams</p>			<p>Assessment 3: Reflective Essay</p> <p>Date Due: 18.06.21</p> <p>Marking Due: 09.07.21</p>
<p>Exams</p>			

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

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 Enquiry Service

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

Equity 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.

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.