

ABOR2243: Indigenous People, Global Warming and the Environment

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Aboriginal Australians are the sole survivors of the last ice age in this country, demonstrating First Peoples' capacity to withstand the most drastic processes of change and an acute understanding of the environment. This amazing capacity to adapt to environmental and other factors provides the perfect cultural lens to explore these changes from an Indigenous viewpoint. From creation through to contemporary opinions on current global warming, we consider the resilience of Indigenous peoples across the globe to the impacts of change over critical periods of policy and practice.

All ABOR courses are constructed with the Wollotuka Institute's Cultural Standards Framework.

Assumed Knowledge Contact Hours

ABOR1110 or equivalent introductory Aboriginal Studies course

Lecture

Online recording

1 hour(s) per Week for Full Term

Tutorial

Weekly Online Discussion Board and Activities

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Online**
Ms. Shelly McGrath
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Consultation: By Appointment

Teaching Staff Shelly.McGrath@newcastle.edu.au

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SYLLABUS

Course Content

- Origin theories of Indigenous peoples
- Indigenous lore/law and the environment
- Mega-flora and fauna, Ice Ages, and volcanoes
- Debates surrounding global warming and rising seas
- Role of the United Nation's relating to global environmental concerns
- Resilience and adaptation of Indigenous peoples in a global context

Course Learning Outcomes

On successful completion of this course, students will have:

1. An understanding of Indigenous philosophies relating to the environment.
2. Analytical knowledge of the diversity of experiences of global Indigenous peoples with environmental change and adaptation to change in general.
3. Perspectives on Indigenous peoples' adaptation to changes in the environment including global warming and climate change.
4. An understanding of the fundamental impacts of colonisation on the environment and its peoples.
5. A range of academic skills in relation to writing, oral presentation, critical thinking, research and analysis.

Course Materials Course Readings available online via Canvas

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 July	Introduction	Canvas Discussion Board: Introduce yourself and briefly explain your interest in the course	
2	24 July	European Imperialism and Colonisation	What impacts has colonisation had on and Indigenous people's environments across the globe?	
3	31 Aug	Megafauna and Adaptation: Australia	How have Aboriginal people adapted to environmental change?	
4	7 Aug	Climate Justice	Why is climate justice important for Indigenous peoples?	Case Study Due 13/08/2023
5	14 Aug	Global Warming and Indigenous Health	How does climate change impact on the health of Indigenous people?	
6	21 Aug	Pacific Ocean and Rising Sea Levels	What impacts do rising sea levels have on Indigenous peoples in the Pacific?	
7	28 Aug	Critical Allyship and Indigenous environmental justice	What role can non-Indigenous actors play in supporting Indigenous environmental justice?	
8	4 Sept	Natural Disasters and Indigenous Peoples	How can Indigenous peoples and knowledges contribute to disaster reduction?	Oral Media Analysis Due 10/09/2023
9	11 Sept	Himalayan Mountains and Indigenous Adaptions	How is global warming impacting on Indigenous peoples in the Himalayas?	
10	18 Sep	Environmental Defenders: First Nations People in South America	What are the issues facing the Indigenous people of the Amazon and their environments?	
Mid-semester break				
Mid-semester break				
11	9 Oct	Arctic Climate Change and Indigenous Impacts	Why is climate change impacting Arctic regions so drastically?	
12	16 Oct	Indigenous Knowledge & Climate Change in Africa	How are Indigenous African communities responding to Climate Change?	Essay Due 22/10/2023
13	23 Oct	No lecture		
Formal Examination Period				
Formal Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

Assessment Name	Due Date	Weighting	Learning Outcomes
1. Oral Media Analysis	10/9/2023 11.59pm	30%	2, 4, 5
2. Written Assessment/Essay	22/10/2023 11.59pm	40%	1, 2, 3, 4, 5
3. Case Study/PBL Exercise	13/8/2023 11.59pm	30%	1, 2, 3, 4, 5

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 – Oral Presentation- Media Analysis

Assessment Type Description

Oral Presentation/Media Analysis

Students will select **3 pieces** of media from sources of their own choosing for analysis, which will then be presented orally by uploading a single **7-minute** recording (using PowerPoint or similar app) to Canvas. Using these items as primary documents, students will respond to the question:

“How can media platforms impact on the way environmental issues are portrayed?”

The media must relate to the experiences of Indigenous peoples (in any global location), and responses should consider the following elements:

- Briefly describe what the media piece is and why the issue is important.
- Critically discuss the role of media in each case- what is the media platform/outlet; how does it contribute to how the issue is being portrayed (positive/negative)?
- Consider the broader implications/responsibilities of media in terms of representation of Indigenous people's experiences of environmental issues.

Oral assessment- no written component or PowerPoint presentation required (use app for recording purposes only).

Instructions and marking rubric uploaded to Canvas.

Weighting

30%

Due Date

10/9/2023 11.59pm

Submission Method

Online via Turnitin

Assessment Criteria

Rubric available on Canvas

Return Method

Online

Feedback Provided

Online

Assessment 2 - Written Assessment

Assessment Type Description

Written Assignment

Students are to answer one of the essay questions below:

1. Indigenous environmental activists often experience violence. Discuss
2. Nation states are poorly managing Indigenous environmental crises. Discuss
3. The United Nations need to adopt a more proactive stance to protecting Indigenous environmental rights. Discuss.

[Minimum of 8 sources required using APA 7TH Referencing](#)

Weighting

40%

Length

2000 words

Due Date

22/10/2023 11.59pm

Submission Method

Online via Turnitin

Assessment Criteria

Rubric available on Canvas

Return Method

Online

Feedback Provided

Online

Assessment 3 - Case Study/PBL Exercises

Assessment Type	Case Study / Problem Based Learning
Description	What is Indigenous Environmental Justice? Provide at least one example to support the discussion. Minimum 6 sources. APA 7TH referencing.
Weighting	30%
Length	1500 words
Due Date	13/8/2023 11.59pm
Submission Method	Online via Turnitin
Assessment Criteria	Rubric available on Canvas
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Primary communication methods used in this course include:

- Blackboard Course Site: Students will receive communications via the posting of content or announcements on the Blackboard course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

You are entitled to apply for special consideration because adverse circumstances have had an impact on your performance in an assessment item. This includes applying for an extension of time to complete an assessment item. Prior to applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure, available at <https://policies.newcastle.edu.au/document/view-current.php?id=236> . All applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system, along with supporting documentation.

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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