

**EPABOR 158: Aboriginal and Torres Strait Islander Studies:
Cultures and Histories**

Callaghan

Semester 1 - 2024



The Pathways and Academic Learning Support Centre recognises and respects the unique history and culture of Aboriginal and Torres Strait Islander peoples and their unbroken relationship with the lands and the waters of Australia over millennia. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education. The Centre is committed to providing a culturally safe and inclusive environment for all.

OVERVIEW

Course Description	This course assists in the development of a comprehensive knowledge of Aboriginal and Torres Strait Islander peoples, cultures and histories through Australia's development. The course content covers the early years of the interactions between the British and Aboriginal peoples through to the Federation of Australia and its aftermath, but is taught from an Aboriginal studies lens.
Academic Progress Requirements	Nil
Contact Hours	Lecture Face to Face On Campus 1 hour(s) per week(s) for 12 week(s) starting Week 1 Tutorial Face to Face On Campus 2 hour(s) per week(s) for 11 week(s) starting Week 2
Unit Weighting	10
Workload	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	Ms Trish Neal Patricia.Neal@newcastle.edu.au Consultation: Please email to schedule an appointment.		
Teaching Staff	Other teaching staff will be advised on the course Canvas site.		
School Office	<table><tr><td>Callaghan Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 enabling@newcastle.edu.au</td><td>Ourimbah HO 168, Humanities Building Ph: 02 4348 4076 enabling@newcastle.edu.au</td></tr></table>	Callaghan Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 enabling@newcastle.edu.au	Ourimbah HO 168, Humanities Building Ph: 02 4348 4076 enabling@newcastle.edu.au
Callaghan Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 enabling@newcastle.edu.au	Ourimbah HO 168, Humanities Building Ph: 02 4348 4076 enabling@newcastle.edu.au		

SYLLABUS

Course Content	Students will examine Aboriginal and Torres Strait Islander peoples, examining issues such as identity, cultural heritage, family structures, invasion and changing lifestyles.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Develop an understanding of Aboriginal and Torres Strait Islander identity, histories and cultural heritage.2. Disseminate introductory level information about Aboriginal and Torres Strait Islander peoples and their historical relations with non-Indigenous Australians.3. Describe the range of ideas about treatment of Aboriginal and Torres Strait Islander peoples.4. Research unfamiliar topics using a range of research tools.
Course Materials	All course materials will be provided on the course Canvas site. Students are not required to purchase a textbook.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	- Introduction	Academic support online https://libguides.newcastle.edu.au/foundationstudies Support - Current Students - The University of Newcastle, Australia	
2	4 Mar	- What do we need to know about Aboriginal and Torres Strait Islander peoples? Who are we? Where do we live?	NSW Health 2019, July 1, 'Communicating positively: a guide to appropriate Aboriginal terminology', NSW Health, viewed 20 February 2023, https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/GL2019_008.pdf	
3	11 Mar	- Aboriginal and Torres Strait Islander: Cultures and Histories - The Dreaming/ Kinship/Traditional Ownership/ Connection to Country	'Dreamtime' and 'The Dreaming' – an introduction https://theconversation.com/dreamtime-and-the-dreaming-an-introduction-20833	
4	18 Mar	- Aboriginal and Torres Strait Islander Australia's cultural heritages - Languages/Art	Languages AIATSIS 2022, June 15, 'Living languages', AIATSIS, viewed 20 February 2023, https://aiatsis.gov.au/explore/living-languages Map of languages First Languages Australia n.d., 'Languages', First Languages Australia, viewed 20 February 2023, https://gambay.com.au/languages/	Library Research and Essay Plan due Friday 22 nd March 11:59pm
5	25 Mar	- Aboriginal and Torres Strait Islander cultural heritages - Storytelling, Dance, Music	Music, Dance and Art ART AS POWER: ART, MUSIC AND DANCE IN THE LIVES OF AUSTRALIAN ABORIGINAL PEOPLES G Macdonald - The Journal of Social Science, 1991 - icu.repo.nii.ac.jp Paint up - Aboriginal Dance - The Australian Museum	
6	1 Apr	NO CLASSES		
7	8 Apr	- Aboriginal and Torres Strait Islander Australia's cultural heritages - Education and Health	Hughes, P & More, AJ 1997, 'Aboriginal ways of learning and learning styles', in <i>AARE Annual Conference</i> , vol. 1997, Australian Association for Research in Education, Brisbane Read: Chapter 2.1 Traditional Aboriginal perspectives https://www.aare.edu.au/data/publications/1997/hughp518.pdf OR O'Dea, K, Jewell, PA, Whiten, A, Altman, SA, Strickland, SS, & Oftedel, OT 1991, 'Traditional diet and food preferences of Australian Aboriginal hunter-gatherers', <i>Philosophical Transactions : Biological Sciences</i> , vol. 334, no.1270, pp. 233–241 https://royalsocietypublishing.org/doi/pdf/10.1098/rstb.1991.0112	Annotated Bibliography due Friday 12 th April 11:59pm

Recess

Recess

8	29 Apr	- Invasion, Colonisation and Frontier Wars	Ryan, L 2020, 'Digital map of colonial frontier massacres in Australia 1788-1930', <i>Teaching History</i> , vol. 54, no.3, pp. 13–20 Digital map of colonial frontier massacres in Australia 1788-1930 (newcastle.edu.au) Watch in Class Borg, S & Maris, H 1981, [Streaming video], <i>Women of the Sun</i> , Kanopy Part 1 <i>Alinta the Flame</i> https://newcastle.kanopy.com/product/women-sun	
9	6 May	- Aboriginal and Torres Strait Islanders at war	Australian War Memorial 2021, March 10, 'Indigenous defence service', Australian War Memorial, viewed 20 February 2023, https://www.awm.gov.au/articles/encyclopedia/indigenous	
10	13 May	- Aboriginal and Torres Strait Islander Australia's cultural heritages - Trade routes/ Economy/ Employment/ Technology	Sveiby, K-E 2009, 'Aboriginal principles for sustainable development as told in traditional law stories', <i>Sustainable Development</i> , vol. 17, no.6, pp. 341–356, doi: https://doi.org/10.1002/sd.389	
11	20 May	- Aboriginal and Torres Strait Islander Australia's cultural heritages - Astronomy/ Climate/Seasons/ Calendars	' <i>Indigenous seasonal calendars</i> ' n.d., CSIRO, viewed 20 February 2023, https://www.csiro.au/en/research/indigenous-science/Indigenous-knowledge/Calendars Coffs Harbour and District Local Aboriginal Land Council, Flying Fish Blue n.d., 'Aboriginal seasonal calendars', , Koala Country, viewed 20 February 2023, https://www.koala.nsw.gov.au/aboriginal-seasonal-calendars Barrow, Jason n.d., 'Nyoongar calendar', Indigenous Weather Knowledge, viewed 20 February 2023, http://www.bom.gov.au/iwk/calendars/nyoongar.shtml	
12	27 May	- Aboriginal and Torres Strait Islander contributions to Australia - Business/ Academia /Arts/ Literature/Film/ Sport/Inventions/ Politics	https://ia.anu.edu.au/ Jones, P n.d., 'Unaipon, David (1872-1967)', , Australian Dictionary of Biography, viewed 20 February 2023, https://adb.anu.edu.au/biography/unaipon-david-8898	Essay Due 31 st May 11.59pm
13	3 Jun	- Reconciliation	https://www.reconciliation.org.au/	
Examination Period				
Examination Period				

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Library Research and Essay Plan	Friday 22 nd March 11:59pm	Individual	20%	1, 2, 3, 4
2	Annotated Bibliography	Friday 12 th April 11:59pm	Individual	20%	1, 2, 3, 4
3	Oral presentation	Students will be allocated a week to present from weeks 4-10. No change of date will be permitted without a formal agreement with the lecturer/tutor.	Individual	20%	1, 2, 3, 4
4	Essay	Friday 31 st May 11:59pm	Individual	40%	1, 2, 3, 4

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 5% 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 - Library Research and Essay Plan

Assessment Type Description

Written Assignment

The Library Research and Essay Plan will assist in the development of your understanding of the essay topic and research and writing skills.

Essay Topic: Identify a range of the key characteristics of Aboriginal OR Torres Strait Islander cultural identity.

Answer the following five (5) questions in 500 to 1000 words.

1. What is the essay topic, that is, who or what is the topic about?
2. What instructions have you been given? What does the essay ask you to do? For example, have you been asked to identify, outline, discuss, describe? Refer to Definitions of task words. https://www.newcastle.edu.au/_data/assets/pdf_file/0007/497797/Definitions-of-task-words.pdf
3. Find at least six (6) academic resources for your essay from the University of Newcastle's library. Refer to Finding resources <https://libguides.newcastle.edu.au/foundationstudies/finding>
4. Provide a summary of the 6 resources stating how they are relevant to your essay.
5. Provide a Harvard Reference list of the 6 resources you have found.

How to reference: <https://libguides.newcastle.edu.au/foundationstudies/referencing>

Weighting

Due Date

Submission Method

Assessment Criteria

Return Method

Feedback Provided

20%

Friday 22nd March 11:59pm

Online

Rubric will be provided in Canvas

Online

Online

Assessment 2 - Annotated Bibliography

Assessment Type	Annotated Bibliography
Description	An annotated bibliography assists in the development of your research and critical thinking skills. Harvard Referencing is required. How to write an annotated bibliography: https://libguides.newcastle.edu.au/annotated-bibliography Provide a 1000 word annotated bibliography of four academic resources you have sourced from the University of Newcastle Library (academic journal articles and/or books). The resources must contribute to your essay: Identify a range of the key characteristics of Aboriginal OR Torres Strait Islander cultural identity.
Weighting	20%
Due Date	Friday 12 th April 11:59pm
Submission Method	Online
Assessment Criteria	Rubric will be provided in Canvas
Return Method	Online
Feedback Provided	Online

Assessment 3 - Oral presentation

Assessment Type	Presentation
Description	Each student will take responsibility for leading a 10-minute discussion on the cultural heritage of Torres Strait Islander people or one Aboriginal Nation including maps, language, lifestyle, prominent people from the country you have chosen: https://gambay.com.au/languages/ . Academic resources must be used. Provide a Harvard Reference list on your last slide/slides and explain to the class why you believe those sources to be academic (that is valid and reliable).
Weighting	20%
Due Date	Students will be allocated a week to present from weeks 4-10. No change of date will be permitted without a formal agreement with the lecturer/tutor.
Submission Method	In class
Assessment Criteria	Rubric will be provided in Canvas
Return Method	In class
Feedback Provided	In class

Assessment 4 - Essay

Assessment Type	Essay
Description	Demonstrating skills researching unfamiliar topics, using a range of research tools and writing academically, you are required to prepare an academically constructed 1200 word essay in academic format based on the lecture topics of Cultural Heritages. Address the following topic: Identify a range of the key characteristics of Aboriginal OR Torres Strait Islander cultural identity. You are required to use at least 6 academic references from the University of Newcastle Library and utilise the Harvard referencing style.
Weighting	40%
Due Date	Friday 31 st May 11:59pm
Submission Method	Online
Assessment Criteria	Rubric will be provided in 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.

Communication Methods

Email is the principal form of communication at the university and within this course. Always use your student email (NUmail), rather than a private email address, and check this regularly. As Course Coordinator I will try to respond to your email within three (3) working days. I will not normally respond to emails over the weekends. Please be courteous in your email communication and in the online space.

Canvas is used to distribute course material, announcements and other information. It is also used for online quizzes and to allow students to track their individual progressive assessment results throughout the semester via Grades.

Discussions forums in Canvas can be used to ask questions about minor issues. Students are strongly encouraged to use these to communicate with each other, discuss issues relating to the course, and solve minor problems.

Attendance and Engagement

In addition to face-to-face hours in class, out-of-class study and related work will require an additional commitment of up to 10 hours per week of reading, preparation, and study time over the semester. Students are required to spend on average 120-140 hours of effort (contact and non-contact hours including assessment) per semester per 10 unit course.

To maximise your learning opportunities, you should read all relevant material prior to attending class.

It is strongly recommended that you attend your classes every week. Our data shows that you will get better results if you attend class with your peers. If you do have to miss a class, you should catch up on any missed work by accessing lecture recordings if you are enrolled face-to-face. While online tutorials are recorded, on-campus tutorials are not, so you should view other resources available on your Canvas site and contact your course coordinator if you would like advice on how to best catch up on any material that was missed. **If you are unable to attend classes regularly you should reach out to your course coordinator as soon as possible to discuss ways that you can continue to engage with the learning material.**

A plan of regular revision throughout the semester is also strongly recommended to help you manage your time, consolidate information and retain that knowledge for the duration of

the course and beyond.

Assessment items have been designed to reinforce and revise the course material, and ensure you are up to date with course content. You are required to submit all assessable items by the due dates unless prior arrangements have been made.

Additional Contact Details

If you have any questions about your course, please speak with your course coordinator, lecturer or tutor first. For general enquiries, please contact the Pathways and Academic Learning Support Centre Office or your Student Liaison Officer. Contact details for both the office and Student Liaison Officers can be found [here](#).

Yapug students can also contact your Indigenous Enabling Learning Advisor [Hannah Pipe](#) or your Program Convenor [Dan Collins](#).

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system for all individual assessment items worth 30% or greater **by 11:00pm on the day the assessment is due**. For assessment items less than 30%, you will need to contact your Course Coordinator by 11:00pm on the due date of the assessment item.

Before applying you must refer to the [Adverse Circumstances Affecting Assessment Items Procedure](#) and the [Adverse Circumstances Affecting Assessment Items Policy](#).

Please note that students must submit their adverse circumstances application via the online Adverse Circumstances system by 11:00pm on the due date of the assessment item, even if you are using a [Reasonable Adjustment Plan \(RAP\)](#) as your supporting documentation.

Written Assessment Word Limits

If this course includes written assessments, the word limit listed will include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. You will not receive a penalty for exceeding the word limit (there is a tolerance of up to 10%), but any work after the maximum word limit may not be included within the allocation of marks.

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. Please refer to the [Student Academic Integrity Policy](#).

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Workplace Health and Safety Requirements

There are no specific WH&S requirements for this course.

Software

Free Microsoft Office software is available to enrolled students [here](#) and includes 5 TB of free cloud storage with OneDrive.

Timetable

Your timetable for this course is available via the myUni Student Portal and can also be found [here](#).

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.

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies](#)

[and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Director, PALS. No alteration of this course outline is permitted without Director 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.
© 2024 The University of Newcastle, Australia