# IEST7600

Indigenous Knowledge Partnerships in Conservation & Caring for Country

Term Two // 2021

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|---|---|---|---|---|
| Rosalie Chapple | r.chapple@unsw.edu.au | | | +614188833 87 |
| Daniel Robinson | d.robinson@unsw.edu.au | | | 93859809 |

## School Contact Information

School of Humanities and Languages

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# Course Details

## Credit Points 6

## Summary of the Course

Indigenous knowledge holders are working with how to articulate their knowledge practices and beliefs to non-Indigenous and non-local audiences. In this course, you will focus on ethical and equitable ways of integrating Indigenous and local knowledge systems with Western scientific knowledge systems to inform sustainability and conservation policy and practice. You will learn about appropriate and effective ways to share and combine these knowledge systems for collaborative environmental leadership. In the midst of global crises, including climate disruption, large scale extinctions, and exacerbated bushfires, you will rethink ways society can conceptualise environmental problems and conservation practices. In addition, you will investigate how to build regional, national, and global science policy that is inclusive of situated Indigenous and local knowledge systems without compromising the integrity or legitimacy of scientific, Indigenous, or local knowledge systems.

## Course Learning Outcomes

1. Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge
2. Apply multiple evidence bases to the theory and practice of land restoration and care
3. Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding
4. Demonstrate awareness of the ways in which Indigenous knowledge systems and the practice of ecological custodianship inform one's worldview, identity, and felt relationship with the more-than-human world

## Teaching Strategies

The course is intended to engage you with multiple conceptions of environmental custodianship and stewardship, based on different knowledge systems, including Indigenous knowledges. The course will be taught with contributions and lectures by Indigenous people representing Indigenous Australian, Maori, Pacific Islands, and/or other perspectives from our region. Key to the course will be field visits where you will spend time on Country with traditional knowledge holders and engage with caring for Country in practice. This is fundamental to a deeper level of learning and understanding.

# Assessment

Harvard referencing system should be used for essay and final reflection.

All assessments will be outlined in class in week 1.

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Personal Learning Journal | 20% | first journal due week 1 04/06/2021 2pm then weekly, with the final journal due week 6 09/07/2021 2pm | 1, 3, 4 |
| Essay | 30% | 18/07/2021 11:00 PM | 1, 3 |
| Reflection | 50% | Final written reflection due Friday of week 10 (August 6) | 1, 2, 3, 4 |

## Assessment Details

**Assessment 1: Personal Learning Journal**

**Start date:** Not Applicable

**Length:** minimum 200 words and maximum 500 words for each of weeks 1-6

**Details:**

The journal will be kept throughout the term, with weekly entries (submitted weekly – feedback via verbal or written comments). Requires critical and personal engagement with course content and experiential learning, and may include short reflections on a number of pre-set questions. Length: 200 words per week for weeks 1-6.

Feedback via a rubric, numerical mark, and comments.

**Additional details:**

The journal task for week 1 will be posted on moodle before term starts and is to be completed for discussion in class on Friday of week 1.

Journals for subsequent weeks will be based on your own learning reflections (criteria and guidance provided in class week 1), unless other specific tasks are set.

**Submission notes:** Submit through moodle link on Friday for each of weeks 1-6.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 2: Essay**

**Length:** 1200-1400 words (not including reference list)

**Details:**

The essay (about 1,200 words) will outline ethical and equitable ways of integrating Indigenous and local knowledge systems with Western scientific knowledge to inform sustainability and conservation policy and practice. Learning will be based on seminars and presentations, readings, and conversations. Some hurdle assignments such as online quizzes, will be included.

Feedback will be given in the form of a rubric (including the hurdle tasks), numerical mark, and comments.

**Additional details:**

Hurdle assignments will be set for weeks 2-4 and provided on moodle.

Essay criteria and guidance will be provided in class in week 1 (submission date for essay is July 18).

**Submission notes:** Submit through moodle link

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Reflection**

**Start date:** Not Applicable

**Length:** 2000 words (not including reference list)

**Details:**

The final assessment (about 2000 words) will be a reflection on what has been learnt, reframed and understood during the course. The assessment will include a written task (assessed by university academics) and the other components of the assessment will be based on demonstration of understanding in the field. The local knowledge authorities who host the field trip will co-design this aspect of the learning task and be co-assessors of competence/learning outcomes.

Feedback via a rubric, numerical mark, and comments.

**Additional details:**

The task designed and assessed by Traditional Custodians will be undertaken during the multi-day field trip and will be worth 25% (half of the 50%)

The final written reflection (marked by course convenors) will be outlined during class in week 1 and is due end of term (Friday August 6th, week 10).

**Submission notes:** Submit final written reflection through link on moodle.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# Course Schedule

[View class timetable](#)

## Timetable

| Date | Type | Content |
|------|------|---------|
| Week 1. 2-5pm in class, Friday June 4th | Seminar | This is an in-person seminar and attendance is mandatory unless you are enrolled by distance, in which case you will need to attend class remotely (at the same time). |
| | Assessment | Journal task required for completion before class. Details will be provided on Moodle. |
| Week 2 online | Online Activity | This 2-hour class will be delivered online and is asynchronous (in your own time) but must be completed by the Friday of week 2. It will consist of two short lectures and reading and viewing tasks. |
| | Assessment | A hurdle assignment for the essay (assessment 2) will need to be completed in week 2. This will be provided on moodle. |
| Week 3 online | Lecture | This 2-hour class will be delivered online by Margaret Raven and is asynchronous (in your own time) but must be completed by the Friday of week 3. It will consist of two short lectures plus reading and viewing tasks. |
| | Assessment | A hurdle assignment for the essay (assessment 2) will need to be completed in week 3. This will be provided on moodle. |
| Week 4 - Monday June 21 all day | Fieldwork | A full-day field trip to the south Sydney region. Details to be advised. |
| Week 5 Monday-Friday June 28 - July 2 | Fieldwork | On this multi-day field trip we will travel down the south coast, visiting various Aboriginal cultural sites. It is anticipated that we will stay in Jervis Bay on the first night. At least two nights will be spent on Bruce Pascoe's farm near Mallacoota (just south of the NSW border). Accommodation and transport details will be confirmed in class in week 1, and we are likely to car-pool to avoid bus hire cost. The cost of the field trip is to be advised, and all efforts will be made to keep the cost minimal but it is expected to be at last $300. |
| Week 6 - in class 2-4pm Friday July 9 | Seminar | This class will be dedicated to field trip de-brief plus any other material that needs to be covered. |
| Weeks 7-10 no class | Assessment | There are no further classes these last weeks of term, and you will work on your final assignment |

| | | due last day of term (Friday August 6). |
|---|---|---|

# Resources

## Prescribed Resources

A curated set of mandatory resources will be available through Leganto and on the course moodle site for the start of term.

There is a vast array of literature and webinars, podcasts etc, that inform this course. It is strongly recommended that you start looking at relevant resources before the course starts. Some resources (available through Leganto and as ebooks in UNSW library) to start with include:

"Dark Emu" by Bruce Pascoe

"Loving Country" Chapter 1 (pp 1-19 on Gulaga & Biamanga (preparation for field trip)) 2020

"Songlines - The Power and the Promise" by Margo Neal and Lynne Kelly 2020

"Sacred Ecology" by Firket Berkes 2012

## Recommended Resources

A list of wider recommended resources (ebooks in UNSW library and linked to Leganto) includes:

"Songspirals - sharing women's wisdom of Country through songlines" by the Gay'Wu Group of Women, 2019, Allen & Unwin

"The Dreaming and other essays" by W.E.H. Stanner

"Braiding Sweetgrass - Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants" by Robin Wall Kimmerer 2013 - read p241-253.

Two print books available in UNSW library: "Sand Talk" by Tyson Yunkaporta

## Course Evaluation and Development

This is the inaugural year for this course. As well as the myExperience feedback, a survey will be provided to students to complete for feedback on the field trips.

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

# Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

# Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

## Image Credit

Front cover image credit: Mick Kelly. This is an image of a malleefowl, used for ceremony that connects people to nature and culture, and to understand their role and responsibilities.

## CRICOS

CRICOS Provider Code: 00098G

## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.