



CHC
Higher Education

SCHOOL OF SOCIAL SCIENCES

CS254

Australian Indigenous
Worldviews



Published by
Christian Heritage College

322 Wecker Road
Carindale, QLD 4152

PO Box 2246
Mansfield, BC OLD 4122
Australia

Ph: (07) 3347 7930
Email: chc@chc.edu.au
Web: <http://www.chc.edu.au>

Copyright © 2019
Christian Heritage College

1 Introduction

Welcome to this unit of study, CS254 Australian Indigenous Worldviews.

This assessment booklet will help you negotiate this unit and in it you will find your unit outline, as well as extra information about your assignments, the marking criteria for your assignments, your reading schedule and some study hints. Please be sure to read this information and have it by your side as you write your assignments to ensure you are addressing the subject outcomes and are satisfying the criteria of each assignment.

2 Material required for this unit:

For this unit CS254 Australian Indigenous Worldviews you may require:

1. **Assessment booklet** – An exact copy of the one you are reading now. It contains information on your assessment, readings, unit outline, general guidelines and information relevant to the unit you are studying etc.
2. **Access to Moodle** (www.chcmoodle.com.au) – Moodle contains step-by-step guidelines on how to complete the unit. Start at the top and follow the blocks down the Moodle Page. You will find information, readings, PowerPoints and other relevant items for completing the unit.
3. **Readings** (found on the Moodle website and in the unit textbook) – The compiled readings have articles from magazines/journals, internet sites and books and will be relevant to your study. Information on Moodle will guide you through the readings, and of course, you can simply read the articles for your own pleasure and personal inspiration. These readings are a springboard for you to investigate other sources. You are strongly encouraged to use additional reading resources for assessment preparation.
4. **Student Handbook** (available on the CHC website) – It introduces you to the possibilities and structure in your study with the CHC School of Social Science. (<http://www.chc.edu.au/current-student-handbooks>).
5. **Style Guide** (found online on the CHC website under Documents, Forms and Booklists) – to complete CS units you may use the Style Guide used in your school. The Style Guide has many helpful hints for assessment work and study. It is a reference for when you need specific help.
6. **Assessment Title Pages** – all assessments that are handed in require a title page. Requirements for CHC title pages can be found on the CHC website under Documents, Forms and Booklists. (<http://www.chc.edu.au/current-students/documents-forms-booklists>)
7. **Unit Evaluation Survey** (sent electronically towards the end of semester) – Please complete one survey per unit you take. This information is helpful for planning and improving our courses.

3 How to start this unit

This unit is divided into a number of separate topics. You should aim to complete each topic over a regular time period (e.g. one each week). Reading from the text/s, reading guide and the set readings is required for each topic. You should complete each of the assessment tasks for each topic as they are reached. It is important that you work through the prescribed materials for this unit as your performance in the assessment items will reflect your knowledge and understanding of the material.

4 Unit Outline

Unit Name	Australian Indigenous Worldviews
Unit Code	CS254
Associated higher education awards	Bachelor of Arts in the Liberal Arts
Credit Points	For CS254 students: 10 (AUS) For ASC students: 4 (US)
Core/Elective	Elective
Pre-requisites and Co-requisites	For ASC students only: AS200 The View from Australia is a co-requisite
Modes	Internal
Delivery/Contact hrs.	<p>Timetabled hours per week: 3 hours</p> <p>Personal study hours per week: 9 hours</p> <p>Total workload hours per week: 12 hours (Total 150 hours)</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p> <p>In order to be considered for a passing grade, students must attend at least 80% of class sessions and complete all assessment tasks.</p>
Teaching Staff	<p>Dr Aaron Ghiloni (CS254 Coordinator)</p> <p>Mr Richard Leo (Lecturer and ES521 Coordinator)</p> <p>Ms Jennifer Newman (Main Lecturer)</p>
Unit Rationale	<p>A person who holds a Bible-based Christ-centred worldview endeavours to be thorough in the application of that worldview to all of life. This unit will introduce some of the ways that Aboriginal and Torres Strait Islander people view the world around them as well as provide insights into Aboriginal and Torres Strait Islander spirituality. It will also examine elements of Aboriginal and Torres Strait Islander worldviews in order to develop meaningful dialogue that may lead to the transformation of the Australian national life story.</p> <p>The intersection of Aboriginal and Torres Strait Islander thought and the revelation of God in Christ found in Scripture will be examined to bring greater understanding of Aboriginal and Torres Strait Islander worldviews. This process will also help students to be more effective as professionals in relationship with members of Australia's Aboriginal and Torres Strait Islander peoples.</p>

<p>Content and Tentative Schedule</p>	<p>Week 1 (26 Feb). Introductory exploration of issues in Australian Indigenous contexts</p> <p>Week 2 (5 Mar). Dreaming and Land</p> <p>Week 3 (12 Mar). Kinship</p> <p>Week 4 (<i>Saturday and Sunday</i>, 16-17 Mar). Minjerribah trip [This field trip is organised by the Australian Studies Centre and is at the cost of non-ASC students.]</p> <p>Week 5 (26 Mar). Colonization and Protection</p> <p>Week 6 (2 Apr). Assimilation and Government Policies</p> <p>Week 7 (9 Apr). Self-Determination and Land Rights</p> <p>Week 8 (16 Apr). Indigenous Spirituality and Theology</p> <p>Week 9 (<i>Friday</i>, 3 May). UQ Anthropology Museum trip</p> <p>Week 10 (7 May). Dialogue, Reconciliation, and the Christian church</p> <p>Weeks 11-13 (14, 21, 28 May). Student Presentations and Review</p>
<p>Learning Outcomes</p>	<p>On completion of this unit of study, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. Developed an understanding of the elements and practices of Aboriginal and Torres Strait Islander worldviews. 2. Analysed the consequences of government and non-government (church) policies toward Aboriginal and Torres Strait Islander peoples. 3. Developed skills for building relationships with and engaging in “mutual embrace” with people who have Aboriginal and Torres Strait Islander worldviews. 4. Critically analysed the common points and points of difference between Christ-centred, Bible-based worldviews and Aboriginal and Torres Strait Islander worldviews. 5. Communicated at an appropriate tertiary standard with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<p>Assessment tasks</p>	<p>Task 1: Reflective Pictorial Journal</p> <p>Create a journal with photos and other artefacts that represent Aboriginality. All images and objects should be personally sourced and collected by you (i.e. Do not use Google Images or other online resources; collect them personally in the course of your time in Australia). Your journal should have 10-12 entries. Each entry should have at least one picture or object plus a typed description of 200-250 words per object. The descriptions should state what the individual object or experience represents to you (approx. 100 words) as well as information about its origins or cultural significance (approx. 100 words). Your objects can be from cultural sites and monuments as well as more “everyday” places and people that give evidence of Aboriginal contributions to place, culture and identity. At least 5 of your entries should be individually categorized under a broad theme: dreaming, land, kinship, colonisation, assimilation, government policy, spirituality, self-determination, reconciliation. For ASC students, 3 entries should be from the Minjerribah trip.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Assessed: Week 7 (due at the start of class on 9 April)</p> <p>Learning Outcomes: 1, 3, 5</p>

	<p>Task 2: Article Review and Presentation</p> <p>Write an 800 word review of one chapter in <i>Blacklines: Contemporary Critical Writing by Indigenous Australians</i> (Melbourne University Press, 2003), or other assigned text. Your review should summarise the chapter’s content as well as critically analyse its argument. Present your findings in a 7-10 minute in-class presentation which includes one discussion question for the class. Chapters from <i>Blacklines</i> will be assigned in class by the Coordinator.</p> <p>Word Length/Duration: 800 words</p> <p>Weighting: 30%</p> <p>Assessed: Week 11 or 12 (written copy due at the start of class on 14 May; presentations to be scheduled)</p> <p>Learning Outcomes: 1, 2, 4, 5</p> <p>Task 3: Essay</p> <p>Write a 1,500 word essay that follows-up on one of the following lecture topics: dreaming, land, kinship, colonisation and protection, assimilation and government policies, self-determination and land rights. Any single lecture can only provide a limited amount of information and context. Your task is to investigate one lecture topic in greater detail, including engaging with the sources mentioned and identifying counter-perspectives. Refer to at least 1 primary source, 5 academic sources, and reference your essay in the Chicago style.</p> <p>Length: 1,500 words</p> <p>Weighting: 40%</p> <p>Assessed: Week 9 (due 11:59 pm on 5 May)</p> <p>Learning Outcomes: 1, 2, 3, 4, 5</p>
<p>Prescribed Texts</p>	<p>Selected readings will be available via the Moodle™ site for this unit.</p> <p>Gilbert, Kevin (2009). “Tree,” “Speech at the Aboriginal Tent Embassy, Canberra,” and “Song of Dreamtime,” 810-812 in <i>Macquarie PEN Anthology of Australian Literature</i>, ed. Nicholas Jose. Allen & Unwin.</p> <p>Uniting Church in Australia (2009), “Preamble to the Constitution.” www.assembly.uca.org.au/resources/covenanting/item/668-the-revised-preamble</p>

<p>Recommended Readings</p>	<p>Attwood, B. (2003). <i>Rights for Aborigines</i>. Crows Nest, NSW: Allen & Unwin.</p> <p>Bottom, T. (2013). <i>Conspiracy of Silence: Queensland's Frontier Killing Times</i>. Crows Nest NSW: Allen & Unwin.</p> <p>Chesterman, J. (2005). <i>Civil Rights: How Indigenous Australians Won Formal Equality</i>. St Lucia, QLD: UQ Publications.</p> <p>Elkin, A.P. (1946). <i>Aboriginal Men of High Degree</i>. St Lucia, QLD: University of Queensland Press.</p> <p>Friesen, J.W. (2000). <i>Aboriginal Spirituality and Biblical Theology: Closer than you think</i>. Toronto, Canada: Brush Education Press.</p> <p>Grossman, Michele, ed. (2003). <i>Blacklines: Contemporary Critical Writing by Indigenous Australians</i>. Carlton, VIC: Melbourne University Press.</p> <p>Harris, J. (1990). <i>One Blood: Two hundred years of Aboriginal encounter with Christianity</i>. Melbourne, VIC: Concilia.</p> <p>Kidd, R. (1997). <i>The Way we Civilise: Aboriginal Affairs – the Untold Story</i>. St Lucia, QLD: UQ Publications.</p> <p>McPherson, A., & Millar, P. (2007). <i>Campfires and Wellsprings in Surprising Places</i>. Sydney NSW: Wellspring Community.</p> <p>Pattel-Gray, A. (1999). <i>Aboriginal Spirituality: Past, present and future</i>. Sydney, NSW: Harper Collins.</p> <p>Rainbow Spirit Elders. (2012). <i>Rainbow Spirit Theology: Towards an Aboriginal theology</i>. Adelaide, SA: ATF Press.</p> <p>Reynolds, H. (2000). <i>Why weren't we told? A Personal Search for the Truth about our History</i>. Melbourne, VIC: Viking.</p> <p>Reynolds, H. (2013). <i>Forgotten War</i>. Sydney, NSW: NewSouth Publishing.</p> <p>Taffe, S. (2005). <i>Black and White Together: FCAATSI (Federal Council for the Advancement of Aborigines and Torres Strait Islanders 1958-1973)</i>. St Lucia, QLD: UQ Publications.</p> <p>Thompson, D. (Ed). (2004). <i>Milbi Dabaar: A resource book for Ministry</i>. Cairns, QLD: Wontulp-Bi-Buya College.</p>
------------------------------------	---

5 Description of Exit Grades and Conversion to US Grade

Australian Grade	Percentage	US Grade
High Distinction (HD)	95-100	A+
High Distinction (HD)	85-94	A
Distinction (D)	75 -84	A-
Credit (C)	70-74	B+
Credit (C)	65-69	B
Pass (P)	60-64	C+
Pass (P)	50 - 59	C
Pass conceded (PC)	--	D
Fail (F)	Below 50	F

5.1 Further Description of Australian Grades at CHC

Exit Grade	Description	Assignment Grades	Percentages
HD – High Distinction	Exceptional work, comprehensive understanding, mastery of skills, extremely high interpretive and analytical ability, achievement of all objectives of the unit	All assessment pieces add up to at least 85 points.	85-100
D – Distinction	Excellent work, very high level of understanding, skills of a very high level, very high interpretive and analytical ability, achievement of all objectives of the unit	All assessment pieces add up to at least 75 points.	75-84
C – Credit	Good work, high level of understanding, skills of a high level, high interpretive and analytical ability, achievement of almost all objectives of the unit	All assessment pieces add up to at least 65 points.	65-74
P – Pass	Satisfactory work, adequate level of understanding, skills partially developed, adequate interpretive and analytical ability, achievement of most objectives of the unit	All assessment pieces add up to at least 65 points.	50-64
F – Fail	Unsatisfactory work, inadequate level of understanding, skills not sufficiently developed, inadequate interpretive and analytical ability, achievement of few or no objectives of the unit	All assessment pieces add up to less than 50 points.	<50

6 Additional Information and Course Policies

See the Social Sciences student handbook for information about attendance, extensions, assessment, and other policies related to this course.