ATSI1012
Aboriginal Sydney

Term Three // 2019
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Keech</td>
<td><a href="mailto:sarah.keech@unsw.edu.au">sarah.keech@unsw.edu.au</a></td>
<td>By appointment</td>
<td>Nura Gili LG</td>
<td>9385 3966</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Electrical Eng</td>
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</tbody>
</table>

School Contact Information

Balnaves Place, Lower Ground Floor, Electrical Engineering Building

Email: nuragili@unsw.edu.au

General Enquiries: + 61 2 9385 3805

Nura Gili would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.
Course Details

Credit Points 6

Summary of the Course

In this course students are introduced to Aboriginal Sydney through local written and oral histories, as well as notable works in film, performance, television and art, seeking to make visible Aboriginal experiences, lives and connections to place in the city. Different approaches to urban history and to understanding the relationship between identity, memory and place are discussed against the broader context of imperial and colonial history and the marginalisation of Aboriginal land and heritage. With a specific focus on doing place-specific research, students are encouraged to get outside of the classroom and visit the places they are learning about.

Course Learning Outcomes

1. Evaluate the Aboriginal Sydney archive in relation to imperial and colonial practices of history-making and Australian historiography
2. Explain and reflect on different approaches to writing about Aboriginal histories, lives and connections to Sydney as an Aboriginal place: particularly in areas of spatial history, critical geography and oral history.
3. Identify and relate central course concepts, including identity, memory and power, to interpret the cultural and political significance of objects, symbols, and stories associated with specific sites in Sydney.
4. Deploy your critical, scholarly and historical investigations to write a short paper that communicates the value of place-specific research

Teaching Strategies

Our learning and teaching approach is underpinned by a commitment to quality education and to encouraging students to build on their understandings of personal identities, Australian identities and cultural frameworks. Our teaching philosophy is centred on providing a safe space for students to do this; an environment in which they are able to be intellectually stimulated, and independently explore avenues of academic enquiry they are passionate about without fear of being silenced or excluded.

Students are encouraged to draw on and integrate their own experience into learning activities, so that a diverse range of social and cultural perspectives enriches the group learning experience. Students are provided with opportunities to question via tutorials, group discussions and structured group learning activities. Learning activities incorporate a range of approaches and modes of instruction including auditory, visual, reading, writing, oral, individual and group activities, to develop interpersonal and professional skills.

The course content is explored through a series of lectures and tutorials. Lectures draw on material from a number of disciplines including history, geography, sociology and cultural studies. They will be presented using a variety of formats, media and guest lecturers. Face-to-face lecture times vary weekly depending on content. Students are expected to engage in online activities as required. Site visits are encouraged as a central part of the course. Nura Gili is committed to ensuring these are accessible to all students.
Assessment

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>20%</td>
<td>Closes Tuesday, week 4</td>
<td>1,2</td>
</tr>
<tr>
<td>Tutorial Facilitation</td>
<td>10%</td>
<td>in-class</td>
<td>2,3</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>30%</td>
<td>Friday, week 7</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Short Paper</td>
<td>40%</td>
<td>Friday, week 10</td>
<td>3,4</td>
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</table>

Assessment Details

Assessment 1: Quiz

Start date: Opens Friday, week 3

Length: 25 questions

Details: You will complete an online multiple-choice quiz based on taught content, including course lectures and reading materials. The task is designed to encourage early engagement with and feedback on learning, as well as understanding of course concepts. A score will be immediately available. Feedback on quiz answers will be given in tutorials.

Assessment 2: Tutorial Facilitation

Start date: Not Applicable

Length: 10-15 minutes

Details: You are required to alternate leadership of smaller groups in tutorials to discuss weekly course reading. Discussion questions are set in advance. Students will be assessed against a pass/fail criterion that is dependent on demonstrated preparation.

Assessment 3: Research Proposal

Start date: Not Applicable

Length: 1000 words

Details: The task is to write a proposal for the short paper. The short paper requires a close reading and investigation of a specific site, building, or place with demonstrated relevance to course themes and concepts. The style of the proposal is similar to that of an essay plan. Assessment criteria will be made available at the beginning of the course and examples will be shown throughout the course to help students understand the task. Guidance will be given on the research and writing of this task in tutorials. Each student will be given written feedback via turnitin UNSW Moodle before they commence the short paper for the final assessment.
**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

**Assessment 4: Short Paper**

**Start date:** Not Applicable

**Length:** 1500 words

**Details:** Following the research proposal, you are required to complete a short paper that demonstrates the value of place-specific research. The paper will be based on a chosen site, building or place relevant to course themes and concepts i.e. it must be relevant to course learning outcomes (see above). The style of the paper is an academic research essay, but there will be opportunities for students to discuss intended audience, and therefore style, in the proposal assessment. Assessment criteria will be made available at the beginning of the course and examples will be shown throughout the course to help you understand the task. Guidance will be given on the research and writing of this task in tutorials. Each student will be given a grade and some feedback for their short paper via turnitin on UNSW Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.
Attendance Requirements

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

Course Schedule

[View class timetable]

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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<tbody>
<tr>
<td>Week 1: 16 September -</td>
<td>Lecture</td>
<td>Introduction – Memory, place and belonging</td>
</tr>
<tr>
<td>20 September</td>
<td>Tutorial</td>
<td>Introduction to Moodle and course assessment</td>
</tr>
<tr>
<td>Week 2: 23 September -</td>
<td>Lecture</td>
<td>Strangers on the Shore: Kamay/Botany Bay and histories of first contact</td>
</tr>
<tr>
<td>27 September</td>
<td>Tutorial</td>
<td>‘We call them pirates out here’: Remembering Cook &amp; the Gweagal shield</td>
</tr>
<tr>
<td>Week 3: 30 September -</td>
<td>Fieldwork</td>
<td>The colony: Berewalgal &amp; Eora. Independent walk through Circular Quay.</td>
</tr>
<tr>
<td>4 October</td>
<td>Tutorial</td>
<td>Colonial writing about the early colony &amp; remembering Bennelong.</td>
</tr>
<tr>
<td>Week 4: 7 October - 11</td>
<td>Lecture</td>
<td>The Sydney Frontier: Remembering Appin</td>
</tr>
<tr>
<td>October</td>
<td>Tutorial</td>
<td>Small group in-class research activity – monuments, memory, public art &amp; public histories.</td>
</tr>
<tr>
<td>Week 5: 14 October - 18</td>
<td>Lecture</td>
<td>The Sydney Language(s): revitalisation and renaming</td>
</tr>
<tr>
<td>October</td>
<td>Tutorial</td>
<td>Small group in-class research activity: Bondi-Barangaroo: colonial mapping &amp; placenames</td>
</tr>
<tr>
<td>October</td>
<td>Tutorial</td>
<td>Oral &amp; Community histories.</td>
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<tr>
<td>Week 7: 28 October - 1</td>
<td>Lecture</td>
<td>Reoccupation and refuge in the city</td>
</tr>
<tr>
<td>November</td>
<td>Fieldwork</td>
<td>Guided walks</td>
</tr>
<tr>
<td>Week 8: 4 November - 8</td>
<td>Lecture</td>
<td>The right to the City! Protest and Cooperative.</td>
</tr>
<tr>
<td>November</td>
<td>Tutorial</td>
<td>Race and spatial justice</td>
</tr>
<tr>
<td>Week 9: 11 November - 15</td>
<td>Lecture</td>
<td>From the local to the national: ‘The city’ as counter monument.</td>
</tr>
<tr>
<td>Week 10: 18 November -</td>
<td>Assessment</td>
<td>No class. Instead you are encouraged to use this reading week for research &amp; writing of your short paper due Friday, week 10. The course convenor will also have additional consultation hours available.</td>
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<tr>
<td>22 November</td>
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Resources

Prescribed Resources

- Course readings are available on Moodle via Leganto.

Recommended Resources

Additional and recommended resources are available through Moodle. It is expected you will check Moodle regularly for any additional content added to weekly course folders.

Course Evaluation and Development

Formal feedback and evaluation is available via MyExperience surveys. Informal and ongoing feedback opportunities are provided during course tutorials and optional anonymous surveys allow teaching staff insight into any teaching and learning issues throughout the term.
Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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 in Nura Gili there are no hard-copy submission; assessments 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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration
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 information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

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

Please read this course outline carefully for information on assessment, late penalties, special consideration and expectations.

Image Credit

Reko Rennie, ‘Always was, always will be’ temporary artwork (2012-2017) on T2 building Taylor Square, intersection with Campbell Street, Flinders Street, Oxford Street, Sydney. Photo City of Sydney, Paul Patterson.

CRICOS

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