



UNSW Course Outline

IEST7600 Indigenous Knowledge Partnerships in Conservation & Caring for Country - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : IEST7600

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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.

Relationship to Other Courses

This course is an MEM elective and is encouraged for those who are interested in learning about Indigenous knowledge systems, caring for Country, and First Nations culture and heritage. It takes an immersive approach, with much learning occurring in the field from Indigenous Elders and experts.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge
CLO2 : Apply multiple evidence bases to the theory and practice of land restoration and care
CLO3 : Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding
CLO4 : 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

Course Learning Outcomes	Assessment Item
CLO1 : Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge	<ul style="list-style-type: none">• Personal reflective journal• Essay• Field-based case study
CLO2 : Apply multiple evidence bases to the theory and practice of land restoration and care	<ul style="list-style-type: none">• Field-based case study
CLO3 : Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding	<ul style="list-style-type: none">• Personal reflective journal• Essay• Field-based case study
CLO4 : 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	<ul style="list-style-type: none">• Personal reflective journal• Field-based case study

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

We have a number of seminars and then learning on Country on a 5 day field trip on the South Coast and also a likely 1 day field trip in Ku Ring Gai, which combines the theory and background/academic literature, with practical and Indigenous-led learning on Country. We learn a lot about First Nations culture, history, heritage and politics as well, so please be open minded to a wide range of learning from many different people.

Additional Course Information

The course has a 5 day field trip mid-term which is compulsory. We carpool down the NSW South Coast from Sydney to Yuin country and stay in the coastal towns of Narooma and Tathra. We also have a likely separate 1 day field trip in Ku Ring Gai National Park. See detailed info for field trips in Moodle documents.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Personal reflective journal Assessment Format: Individual Short Extension: Yes (1 day)	20%	Start Date: 09/09/2024 11:00 PM Due Date: 20/09/2024 11:00 PM Post Date: 09/09/2024 05:00 PM
Essay Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: Not Applicable Due Date: 11/10/2024 11:00 PM Post Date: 20/09/2024 11:00 PM
Field-based case study Assessment Format: Individual Short Extension: Yes (2 days)	50%	Start Date: Not Applicable Due Date: 18/11/2024 11:00 PM Post Date: 11/09/2024 05:00 PM

Assessment Details

Personal reflective journal

Assessment Overview

Personal reflective journal of 1,200 words. Individual feedback via a rubric, numerical mark, and comments.

Course Learning Outcomes

- CLO1 : Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge
- CLO3 : Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding
- CLO4 : 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

Detailed Assessment Description

Assessment length: minimum 200 words and maximum 400 words for each of the 5 weeks 2-4, 6 and 8

Submission notes: Submit through moodle link by Friday night for each of weeks 2, 3, 4, 6 and 8.

Due date: first journal due week 2, Friday 20 Sept at 11pm, then the Friday of weeks 3, 4, 6 and 8 at 11pm

Individual feedback via numerical mark, and brief comments. This is not a Turnitin assignment

Additional details: The journal task for week 2 will be posted on moodle at start of term and is to be completed by Friday of week 2. 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.

Assessment Length

minimum 200 words and maximum 400 words for each of weeks 2, 3, 4, 6 and 8

Submission notes

Submit through moodle link by Friday night for each of weeks 2, 3, 4, 6 and 8

Assessment information

The journal task for week 2 will be posted on moodle at start of term and is to be completed by Friday night of week 2. 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.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Posts are personal reflections on your learning, so AI is not permitted.

Essay

Assessment Overview

Essay of 1,200 words. Individual feedback via a rubric, numerical mark, and comments.

Course Learning Outcomes

- CLO1 : Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge
- CLO3 : Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding

Detailed Assessment Description

Assessment length: 1200 words (not including reference list)

Submission notes: Submit through moodle link

Due date: Friday 11/10/2024 11:00 PM

Essay of 1,200 words. Individual feedback via a rubric, numerical mark, and comments. This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Additional details: Essay criteria and guidance will be provided in class in week 1 (submission date for essay is Friday 11 October, Week 5, just before the field trips).

Assessment Length

1200 words (not including reference list)

Submission notes

Submit through moodle link

Assessment information

Essay criteria and guidance will be provided in class in week 1 and in Moodle

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

AI use is not allowed. Tools like Grammerly can cause detections in the TurnItIn AI detection

software which is problematic for us when we are trying to detect plagiarism.

Field-based case study

Assessment Overview

Field-based case study of 2,000 words. Individual feedback via a rubric, numerical mark, and comments.

Course Learning Outcomes

- CLO1 : Describe the interconnectedness of culture and ecology in Indigenous and local knowledge systems and the possibilities for ethical integration with Western scientific knowledge
- CLO2 : Apply multiple evidence bases to the theory and practice of land restoration and care
- CLO3 : Evaluate the importance of multiple knowledge bases and acquiring knowledge through processes of learning, re-framing, and understanding
- CLO4 : 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

Detailed Assessment Description

Assessment length: 2-3000 words (not including reference list)

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

Due date: Monday of Stuvac (week 11) which is 18 November. Field-learning based case study of 2-3000 words. Individual feedback via a rubric, numerical mark, and comments. This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment Length

2-3000 words (not including reference list)

Submission notes

Submit final written reflection through link on moodle.

Assessment information

More details will be provided in class 1/week 1 and in the assignment guide in Moodle

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

No AI software is allowed. Even programs like Grammerly can cause AI detection in the Turnitin software, which causes problems for our examination of plagiarism and AI use.

General Assessment Information

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

All assessments will be outlined in class in week 1, and more details posted in Moodle.

Grading Basis

Standard

Requirements to pass course

Students must submit each essay/assignment. Students are required to attend the 5 day field trip on Yuin Country.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	This 3 hour class 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). Classes are in Quad G048. Timetable is in Moodle in detail, and here: https://timetable.unsw.edu.au/2024/IEST7600.html
Week 2 : 16 September - 22 September	Seminar	This 2-hour class will be delivered in class and also online/recorded for distance. Classes are in Quad G048. Timetable is in Moodle in detail, and here: https://timetable.unsw.edu.au/2024/IEST7600.html
Week 3 : 23 September - 29 September	Lecture	This 2-3 hour class will be delivered on campus by Dr Leah Lui-Chivizhe and also online/recorded for distance. Classes are in Quad G048. Timetable is in Moodle in detail, and here: https://timetable.unsw.edu.au/2024/IEST7600.html
Week 6 : 14 October - 20 October	Fieldwork	We are still confirming details of a field trip likely to be from 10am to 3pm on Wednesday in the Ku Ring-Gai National Park area in Sydney's north, attendance strongly recommended. Students must arrive on time! Full details to be advised in class schedule in Week 1. If the Elders are not available, we may hold a class on campus in its place, and walk some of UNSW bush tucker/green trail.
Week 7 : 21 October - 27 October	Fieldwork	On this 5 day field trip we will travel down the south coast (primarily Yuin Country), visiting various Aboriginal/First Nations cultural sites, forest areas and coastal areas. It is anticipated that we will visit Nowra and Sussex Inlet on the first day, then stay in Narooma for 2 nights, visiting locations nearby. We will continue to Tathra. Then two nights will be spent at Tathra Eco Camp, visiting Elders and sites near Tathra. Accommodation and transport details will be confirmed in class in week 1, and we will 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 around \$300. It is a long week, but lots of fun and lots of learning on Country!
Week 8 : 28 October - 3 November	Assessment	There are no classes these weeks of term, and you will work on your final assignment due Monday 18th November, just after end of term.
Week 9 : 4 November - 10 November	Assessment	There are no classes these weeks of term, and you will work on your final assignment due Monday 18th November, just after end of term.
Week 10 : 11 November - 17 November	Seminar	Final class with reflections on the field trip and learning on Country. We will discuss the change in our learning since the start of the course. Daniel will discuss recent bush foods activity in Australia. Classes are in Quad G048. Timetable is in Moodle in detail, and here: https://timetable.unsw.edu.au/2024/IEST7600.html

Attendance Requirements

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

General Schedule Information

This is an immersive course which requires students to learn on Country. There are some classes, but most learning is in the field from Indigenous experts and Elders.

Course 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, and some of his more recent work

"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

Additional Costs

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 approximately \$300. There is a link for payment within Moodle.

Course Evaluation and Development

This is the fourth year running this course, and in year 1 we had COVID interruptions to field trips, so we are still learning how best to run it. As well as the myExperience feedback, feedback on the course and field trips by email and in class is welcome. In 2023 we won the Dean's award for Teaching Excellence with our contributors and Elders. Stoked! Deadly!

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Daniel Robi nson		Morven Brown Room 360	Via Teams/ Zoom	by appointment, typically after classes on Wednesday.	Yes	Yes
Lecturer	Leah Lui-Chivizhe		Morven Brown Level 3	On MS Teams	By Appt	No	No

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

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 externaltelsupport@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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm