CUC104 Northern Exposure

Electronic Journal

This document is set up so that you can use it as your electronic journal - e-journal. Each of the reflections and activities that you are asked to complete as you work through the materials in this unit is recreated in this document with space to record your answers and your ideas.

The idea of the journal is to record the development of your thoughts on the issues we discuss in Northern Exposure. Feel free to add to the journal in any way, or change it to reflect your approach to the journal work. The writing in *italics* is placed as a guide, you should delete it when you begin to write your responses.

You don’t have to make a response to all the questions listed here! Some things you may not want to discuss or you feel you haven’t really explored them enough to make comment. If you are asked to complete an activity however, it will be important to complete these because they will be directly assessed as part of your journal work. There are twelve short activities through the journal and the on-line material that you need to attempt as part of your assessment for the journal.

1. Personal Landscape

*(Use these spaces to make notes on the issues you discuss. Expand them to fit the amount of writing you want or need to include.)*

1.1 Development Ideologies

*(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about development.)*

1.1.1. Developing North Australia

Reflection Point
Development can mean many things to many people. This topic will explore this concept in depth but you probably have some understandings now. What would you say ‘development’ was?

*(Use this space to write your own ideas of what development is.)*
Activity

On completion of this topic, review this definition to see whether your ideas have changed.

(Use this space to write your own ideas of what development is now you have finished this topic.)

1.1.2. The Meaning of Development

Activity

Identify some key hegemonic relationships between people that you have noticed. They might be on an individual or even a group basis.

(Use this space to make a brief list. It might be useful to identify how the different people fit into these relationships.)

1.1.3. Discourse

Reflection Point

Think about how you see other cultures faring in the face of western development ideologies?

(Use this space to write a reflection on this issue.)

Reflection Point

Describe how the language changes as people talk about the before, during and after of the development process on the Ord River at Kununurra. Use the maps in the Arthur (1997) reading to guide you in this.

(Use this space to describe the changes in the language according to Arthur.)

Reflection Point

In what ways does the use of terms like first, second and third world influence our thinking about nations and groups of people?

What does it mean to be labelled as Third World?

(Use this space to write your reflection on this issue.)
1.1.4 The Local Level

Reflection Point
Why shouldn’t we discuss the complex and difficult issues surrounding Indigenous societies as being the “Aboriginal Problem”? What sorts of assumptions lie in characterising the debate in such a way?

(Use this space to write your response to this issue.)

Reflection Point
What do you think of the concept of an Aboriginal development ideology? Does such an ideology exist and if so, what characteristics might it possess?

(Use this space to write ideas.)

Activity
Answer these questions in relation to the Northern Territory Economy?
1. If the key industries of mining, tourism, pastoralism, retail trade, construction and transport only amount to around 55% of the Northern Territory GDP, where does the rest of the money come from? (The other 45% or so)

(Use this space to document your thoughts.)

2. What happens if any of these industries falls in a heap?

(Use this space to write ideas on this issue.)

Reflection Point
What is the future of industry in the Northern Territory? How important is it to diversify how the economy operates? Why?

(Use this space to write a reflection on this issue.)
Reflection Point
What are the issues that may concern you about the type of development that:

- Takes no account of environmentally sustainable practices?
- Looks to attract large short term revenue?
- No thought is given to how development may occur that includes the local people, climatic issues and other environmental factors?

(Use this space to write a reflection on this issue.)

1.1.5 Sustainable development in Northern Australia

Reflection Point
Is it possible to have sustainable development? List some examples of what sorts of sustainable economic activity could occur that would be suitable in the north.

(Use this space to write your thoughts on this issue.)

Reflection Point
Is there really a difference in the exploitation of resources in a sustainable or unsustainable way?

(Use this space to write a reflection on this issue.)

1.2 Parallel Laws

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about alternative laws.)

Reflection Point
What does "Parallel Laws" mean to you? Write a paragraph outlining what you think this means.

(Use this space to write your reflection on this issue.)

1.2.1 Connections between colonial and customary law
Reflection Point
What can we learn from the case of Police vs Yunupingu that is discussed on the learnline? Write down some of your thoughts and perhaps your feelings about this case.

(Use this space to write your thoughts on this issue.)

Activity
Construct a table, perhaps similar to or use the one below, that identifies the major stakeholders in the issue of recognising Indigenous customary laws in Australia. Identify what would be the benefits and disadvantages of recognising these laws for the range of stakeholders involved.

Incorporating Indigenous Customary Law

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<thead>
<tr>
<th>Stakeholders</th>
<th>Benefits</th>
<th>Disadvantages</th>
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1.2.2 Indigenous customary law

Reflection Point
Shouldn't the term "customary law" only apply to people that live in traditional communities?

(Use this space to write your thoughts on this issue.)

Reflection Point
How important is the Mabo Case in recognising Indigenous rights to land and customary laws?
What have been the outcomes from the Mabo decision in the High Court?

(Use this space to write your thoughts on this issue.)

1.2.3 Parallel Laws: Options in Australia

Reflection Point
How come the preamble to the constitution proposed at the Referendum in 1999 wasn't accepted by the majority of Australian people?
What was wrong with it?
What other forces might have been at work?
Activity

After reading Reynolds, H (1996) "Customary Law", in Reynolds, H., Aboriginal Sovereignty. Reflections on Race, State and Nation, Allen & Unwin, St. Leonards, NSW, how has the term 'terra nullius', as applied to Australia at its settlement by the English, affected how Australian law has viewed the Indigenous laws that exist on this continent?

1.3 In the City

Reflection Point
When you consider the landscape imagery of northern Australia and how it has been represented in literature, visual arts and the media, what images and words come to mind?

1.3.1 Historical roots of settlement

Reflection Point
The concept of 'race' is critical to understanding the relationship between colonisation and perceptions of environment. What is your understanding of this term?

Through their efforts to tame and cultivate nature with agriculture and settlement, the settlers would also civilize the natives, who
were the human manifestation or even the product, of an undomesticated landscape (Williams, 1974, p14).

Reflection Point
Do you feel these constructions of race and nature still express themselves in modern urban north Australia? Consider your previous readings or experiences as a resident. Perhaps you have lived in similar “frontier” places in another country.

(Use this space to write your ideas.)

1.3.2 The colonial construction of civilised urban space

Reflection Point:
What do you think it means for civilisation to be defined by what it is not? Try defining civilisation this way.

(Use this space to write your ideas.)

1.3.3 The governance of urban space and the 'out-of-place' native

Reflection Point
Jackson (1996) in her article Town Country, identifies the social, cultural and governance processes by which expressions of ownership by Aboriginal people have been suppressed and those of settler society endorsed. As you read this article, identify these social, cultural and governance processes.

(Use this space to record your observations)

1.3.4 A case study in conflicting landscapes: The Larrakia native title claim around Darwin

(Use this space to write your reflections on this issue.)
2. Landscape Origins

(Use these spaces to make notes on the issues you discuss. Expand them to fit the amount of writing you want or need to include.)

2.1 Origins: North Australia's Natural Environment

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about north Australia’s natural environment.)

Activity

While working through this topic draw a time line that shows the geological, climatic and biological processes that built the modern Australian landscape since the beginning of the Cretaceous period. Begin by drawing a time line of geological periods and map the geological, climatological and biological process against it.

You may wish to refer to the introductory text below, before using the key readings by Barlow (1981), Flannery (1994) and Strahan (1988) to prepare your time lines.

Reflection Point

Reflect on the reasons why many of the larger mammals of the south-east Asian mainland never made it onto the Australian land mass.

2.2 Origins: Human History in North Australia

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about human history in north Australia.)

2.2.1 Where are humans in this story of landscape origins?
Reflection Point
Think about the political ramifications of a “Flannery” historical perspective on Australia’s biological history. What if Indigenous Australians did play a significant role in the demise of the Pleistocene megafauna?

(Use this space to write your reflections on this issue.)

Reflection Point
What reasons might have been for a rapid inland migration of the first humans to the Australian continent?

(Use this space to write your reflections on this issue.)

Reflection Point
What are some of the debated issues behind the dating of these Kimberley art sites using thermoluminescence?

(Use this space to write your ideas.)

2.2.2 Chronology of Human Habitation
Reflection Point
What purpose do you think artificially raised campsites may have served?

(Use this space to write down your ideas.)

Activity
Write a brief summary of the story of human occupation of northern Australia, and the environmental and technological changes occurring during this time. You may wish to do this exercise by developing a timeline for events.

2.3 Coasts and Tidal Wetlands
Reflection Point
What is it that constitutes a coastline? What does the word "coast" conjure up for you?

- Waves pounding a sandy beach, a fishing holiday, mangroves, or Indonesian fishing vessels shacked together in Darwin harbour after being confiscated for fishing in Australian waters?

Record your experiences of coasts, the definition you have of the concept of coast.

(Use this space to record your reflections.)

2.3.1 Defining the coastal zone

Reflection Point
In the learnline, you were asked to visit the Australian Coastal Atlas site and undertake a mapping exercise.

How useful was the website?

Make a note of what you discovered.

(Use this space to write your notes.)

2.3.2 Coastline types and processes

(Use this space to write your reflections on the issues raised in this topic.)

2.3.3 Characteristics of tropical coasts

Reflection Point
The coastlines of near shore islands also tell us something about the prevailing energy regime. They typically have sandy foreshores on their seaward shores and muddy shorelines on their landward shores.

What does this tell us about the energy regimes of these islands?
Where might mangroves colonise these islands?
Where might turtles nest?

(Use this space to write your ideas and answers to these questions.)

2.3.4 Impact of human development at the coast

(Use this space to write your notes.)

Reflection Point
How important is it to recognise Indigenous people’s involvement in coastal area management? What strategies might enable their involvement?

(Use this space to record your reflections.)

2.4 Climate

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about north Australian climates.)

2.4.1 Everyone talks about the weather!

Reflection Point
In what ways do the climate and weather patterns in north Australia affect people living there? How do they vary across the tropical north?

(Use this space to write your reflections on this issue.)

2.4.1 The climatic cycle of the monsoonal north

Reflection Point
In the light of reading 3.7, (Braithwaite & Estbergs 1988) describe how you personally have come to identify the seasonal changes in north Australia. If you don’t live in the north, what seasonal patterns can you identify in your own locality?

(Use this space to write your response to this issue.)
Reflection Point
Account for the variability of rainfall in monsoonal areas from season to season. What are the risks to the biota and how might this variability affect the ecology of animals and plants?

(Use this space to write your ideas on this issue.)

2.4.2 Global Processes

Reflection Point
What do you already know about global phenomena such as El Nino, and the cycling of the Inter-Tropical Convergence Zone. Although only fairly recently described, they have crept into popular knowledge and culture. You probably already have some ideas about what these processes are all about.

(Use this space to write your ideas.)

Activity

The article by O’Neill (1995) describes the Southern Oscillation in more detail.

Make notes describing the Southern Oscillation in your own words after reading the O’Neill (1995) article.

(Use this space to write your notes.)

2.4.4 Future predictions for climate change

Reflection Point
What ecosystems and economic activity in the north do you think will be affected by the changes?

(Use this space to write your reflections on this issue.)
3: Landscape Politics

(Use these spaces to make notes on the issues you discuss. Expand them to fit the amount of writing you want or need to include.)

3.1 Ecologically Sustainable Development and Indigenous People in Australia

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about ESD in north Australia.)

3.1.1 Definitions - What is ESD

Reflection Point
What are the key elements (strengths and contradictions) in the Commonwealth Government’s definition of ESD?

(Use this space to write your reflections on this issue.)

Reflection Point
Have you heard of the term “inter-generational equity”? What does it mean?

(Use this space to write your ideas on this issue.)

3.1.2 The origins of ESD

Reflection Point
As you read though the learnline, and learning materials, think about the key points of contention between economically and ecologically sustainable development, and the concepts of "sustainability" and "development".

(Use this space to write your ideas on this issue.)
3.1.3 Indigenous use of the natural landscape

Reflection Point
Is contemporary resource utilization by Indigenous people ecologically sustainable?

What sorts of signposts might they provide for those of us who operate under unsustainable western paradigms?

(Use this space to write your reflections on this issue.)

3.1.4 Integration of knowledge systems

Activity
Please refer again at the article by Pearce, Jackson & Braithwaite (1997). Identify the areas where these authors envisage a 'working together' on Indigenous and scientific knowledge systems, and what this might achieve.

(Use this space to write your reflections on this issue.)

Activity
What factors do these authors Pearce, Jackson & Braithwaite (1997) identify as limiting the development of ecologically sustainable enterprises by Aboriginal people?

(Use this space to write your notes.)

Reflection Point
Refer to the Pearce, Jackson & Braithwaite (1997) article. Are you able to extract from this article any ESD practices and principles inherent in traditional approaches and land management practices.

(Use this space to write your reflections on this issue.)

3.2 Biodiversity

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about Biodiversity in north Australia.)
Reflection Point
“Biodiversity” is a relatively new term that has crept into the daily lexicon. We will look into this word more closely, but you probably already have an understanding biodiversity.

Please write down your current understanding of the term and images associated with it.

(Use this space to write your understandings.)

3.2.1 What is Biodiversity?

Reflection Point
What are the consequences for north Australia having a more intact biodiversity?

(Use this space to write your ideas on this issue.)

Comment on your thoughts about the opportunities and responsibilities that this affords.

(Use this space to write your reflections on this issue.)

Reflection Point
Please visit the web site of the Convention of Biological Diversity at http://www.biodiv.org/. Go to the convention itself, and read Article 2, the definition of terms. How does this peak organisation define “biodiversity”?

(Use this space to write your ideas on this issue.)

3.2.2 Why is biodiversity important?

Reflection Point
Why is the conservation of biodiversity important? What ideas did you get from the Convention on this issue?

(Use this space to write your ideas on this issue.)
3.2.3 Threats to biodiversity

Reflection Point
It is estimated that 10,000 species are lost from the planet annually. What do you think is causing this?

(Use this space to write your ideas.)

3.2.4 What we can do to conserve biodiversity

Activity
Please prepare a short summary, in your own words, of the recommended actions and processes proposed in reading 4.3, the article by CSIRO (1992/93), for the conservation of biodiversity.

(Use this space to write your notes.)

3.3 Protected Areas

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about protected areas.)

Reflection Point
You have no doubt already used and enjoyed protected areas in your local area, or perhaps you have travelled long distances specifically to visit a protected area. Identify three protected that exist in the north of Australia. What are the reasons why they have been protected?

(Use this space to write your notes.)

3.3.1 Definitions and categories

Reflection Point
Think more about what these categories of protection mean in relation to the goals they may meet.

(Use this space to write your reflections on this issue.)
Activity

The table below includes the categories of protected area and the activities, or goals, these categories may serve. Please place 1, 2 or 3 in the appropriate cells, where the objective of the category of protected areas is either:
1. Subsidiary objective;
2. Important objective;
3. Principal objective.

<table>
<thead>
<tr>
<th>Management Objectives</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
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<tbody>
<tr>
<td>Scientific Research</td>
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<td>Education</td>
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<td>Protection of special natural heritage values</td>
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<td>Maintenance of cultural and traditional values</td>
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<td>Preservation of species and genetic diversity</td>
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<td>Maintenance of environmental services</td>
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<td>Tourism and recreation</td>
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<td>Sustainable use of natural resources</td>
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Reflection point
To which of the 6 categories do the three protected areas you identified previously belong? To which category does Kakadu National Park belong?

(Use this space to write your notes.)

3.3.2 Selection

(Use this space to write your reflection on this issue.)

3.3.3 Status

(Use this space to write your reflection on this issue.)
Reflection Point
Make an assessment of the strengths of Kakadu National Park in meeting the five selection criteria mentioned.

(Use this space to write your notes.)

3.3.4 Effectiveness

(Use this space to write your reflection on this issue.)

3.3.5 Management

Reflection Point
Review the position of Aboriginal people in the landscape of colonial Australian governance, as explored in “In the City”. Has the position of Aboriginal people in the landscape changed? Does their involvement in joint management agreements change the way Indigenous people are viewed and represented?

(Use this space to write your reflection on these issues.)

3.3.6 Improvements

Reflection Point
How easy would it be to develop conservation zones and protected areas that cross municipal boundaries and state borders? What strategies would/could you employ to facilitate this?

(Use this space to write your answer to these questions.)

3.4 Fire in the Landscape

(Use this space to write your reflections on the articles you read, things you see on TV and discussions you have about fire and fire management in north Australia.)
3.4.1 History

(Use this space to write your notes.)

Activity

Think about the factors affecting the frequency and intensity of fires in the northern landscape then answer the following questions. In doing so you will be able to characterise the burning regime in the monsoonal north of Australia and the factors that underpin it.

Let's focus first on wildfires.

• What ignites natural fires?

• At what time of year would they be most frequent?

• At what time of year would they be expected to be the most intense?

• Why?

• What types of landscapes would promote (or inhibit) fires covering large areas?

Now think about anthropogenic fires.

• How might the timing and intensity of these vary from wildfires?

You may want to build on your answers as you work through this topic, but do some thinking and writing about it now.

(Use the space between the questions above to write your answers.)

3.4.2 Role in biodiversity

What experience do you have of the effects of season on fire? If you live in north Australia, does the above description ring true?

(Use this space to write your reflection on this issue.)
If you live elsewhere, what role does fire play in those ecosystems and what effect do seasons have?

(Use this space to write your reflection on this issue.)

3.4.3 Contemporary fire management

(Use this space to write your reflection on this issue.)