



INDG19015 *Aboriginal Cultures and Country*

Term 1 - 2019

Profile information current as at 13/12/2025 03:57 pm

All details in this unit profile for INDG19015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you examine Aboriginal cultures and their relationships with country and Land (Land is capitalised to reflect its differing meaning for Indigenous cultures and knowledge systems). You will learn and draw on Indigenous and non-Indigenous scholarship to explore differing cultural concepts of Land: culture and country. You will develop your understanding of Aboriginal beliefs, value and knowledge systems. You will learn the importance and use of theory from colonialism, settler colonialism, decolonisation and the cultural interface to deepen your understandings of Aboriginal culture and country.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have your say

Feedback

I received no feedback from students in terms of suggesting changes to the content but a few suggested less readings

Recommendation

As I will teach the unit for the first time this semester, 2019, I will review the readings while ensuring the offering meets the requirements for depth, quality, critical thinking and contemporary relevance.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain Indigenous understandings of Land
2. Place Indigenous culture and country in the context of the cultural interface post-colonisation (settler-colonial) history, social structure and race relations
3. Analyse questions of identity, voice and power in the representation/silencing of Indigenous peoples' perspectives on culture and country
4. Evaluate political and social debates about Indigenous culture and country using a cultural interface perspective.

not applicable.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	•
2 - Written Assessment - 60%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	
2 - Problem Solving		•		
3 - Critical Thinking	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Information Literacy		•	•	
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•			•
8 - Ethical practice	•	•	•	•
9 - Social Innovation	•		•	
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•		•	•			•	•		
2 - Written Assessment - 60%	•		•	•			•	•	•	

Textbooks and Resources

Textbooks

INDG19015

Prescribed

Dark Emu: Aboriginal Australia and the Birth of Agriculture

Edition: 2018 (2018)

Authors: Pascoe, B.

Scribe Publications

London , UK

ISBN: 9781921248016

Binding: Paperback

Additional Textbook Information

Please note - this is the latest the title and NOT the 2014 earlier book with a similar name.

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Office
- Please Note: Correctional Centre students do not require access to email, internet or the course website.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Mary-Frances O'Dowd Unit Coordinator

mf.odowd@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Week 1: <i>An introduction to the unit.</i></p> <p>This outlines the approach to the unit. It provides an overview of the core text, language, responsibility and respect. It overviews how to navigate Moodle for this unit. It outlines the requirements so you successful. You are guided into assignment 1 and its requirements.</p> <p>This week's content provides core understandings about Land (with a capital L): that is how Land is understood in Aboriginal culture and country. It is contrasted to 'land' as used in non-Indigenous culture. You are reintroduced to the Indigenous nations of Australia.</p>	<p>See Moodle for required readings.</p>	<p>See discussion forum for this week: required posting with academic references</p> <p>Assessment 1: The details are in Moodle. It requires you to post in Moodle on forum, and then complete a written essay that is a reflection on land and your learning journey. There is a specific format and requirements (see task description). Due: Vacation Week Tuesday (16 Apr 2019) 9:45 pm AEST</p>

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Week 2: Indigenous belonging, culture and dreaming and the smash of invasion: attempted erasure of Indigenous people/cultures</p> <p>Building on week 1 and the understanding of Land you are provided a necessary overview to the impact of invasion since 1788. You are introduced to the cultural hegemony of invasion and how Indigenous country and culture was silenced. In this you begin to understand cultural hegemony and cultural differences. These are topics core to your successful study in understanding Country.</p>	<p>See Moodle for required readings</p>	<p>Discussion board posting required with academic references</p>

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3: Countries and Boundaries: Indigenous views of Land & non-Indigenous cultural interface.

An exploration in understanding Aboriginal and Torres Strait Islander people's relationship to Land including custodianship versus ownership. These are key conceptual understandings to completing the assessments.

See Moodle for readings

Discussion forum posting required

Week 4 - 01 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

Week 4: Identity: from colonial silencing to cultural revitalisation & decolonisation

Indigenous cultures and identity was ignored in the framing of an 'Australian' (NI) identity in interface with the colonial and settler-colonial silencing and othering in the forming of a non-inclusive Australian identity. You consider how Land, racism and people interplay in the moves toward cultural revitalisation and decolonisation.

See Moodle for readings

Discussion board postings reflecting ideas and readings
Assignment due Tuesday 16th April 2019

Week 5 - 08 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

WEEK 5: 'Always was, always will be Indigenous land': from terra nullius to a land belonging to...': reimagining and reinventing Australian Culture by engaging with Land

You continue travelling deeper into understanding Land. Here you consider the politics and power of terra nullius and its meaning and politics for Aboriginal Land and culture and non-Indigenous responsibility now and into the present.

See readings in Moodle

Discussion post and references required
(assignment due Tues 16 April)

Vacation Week - 15 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

No Module

Assignment 1 due Tues 16 April

Assessment 1: The details are in Moodle. It requires you to post in Moodle on forum, and then complete a written essay that is a reflection on land and your learning journey. There is a specific format and requirements (see task description). Due: Vacation Week Tuesday (16 Apr 2019) 9:45 pm AEST

Week 6 - 22 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 6: TORRES STRAIT
ISLANDER: LAND & SEA COUNTRY:
ontology and epistemology**

A deeper exploration of Land using an Indigenous knowledge framework, exploring what this means for all peoples being in country on Indigenous land.

See Moodle for readings

Assignment 1 WAS due Tues 16 April
Assignment 2 DUE 03 JUNE 2019

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 7: Indigenous Belonging in a postcolonizing society This considers Indigenous peoples belonging and relationship with Land in the context of the challenges placed by migration.	See Moodle	Assignment 2, final assignment due June 3

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 8 Mabo, Law and law This week considers how Indigenous Law (capital) links to land and the impact of introduced law from the Australia state.	See Moodle	Assignment 2, final assignment due June 3

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 9: Cultural interface interrogating western and some western peoples NI perspectives on land: epistemology and ontology and cosmology This week contrasts land as an economic resource with decolonising perspectives and what this may mean for Land and Country.	See Moodle for readings	Start planning AT2 if you have not done so already.

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Songs and Songlines An examination of how art, song, land and ceremony intersect. You also consider song as a way of understanding.		Assign 2 DUE 3 JUNE 2019 9.15am, end of week 11.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 11: Belonging and belonging on Indigenous Land: belonging, treaty and Makarrata - the coming together after a struggle This week forms a summative week as we consider Aboriginal Culture and Country and belonging. We consider Indigenous and non-Indigenous becoming and what it means for Makarrata -coming together after a struggle (Yolungu). We reflect on treaty. Critical understandings for the final assessment are stressed.	See readings in Moodle	Assign 2 DUE 2nd JUNE 2019

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12: **REFLECTIONS ON CULTURE AND COUNTRY: Where are we now? Where will you take us?**

With knowledge comes responsibility. You are encouraged to consider the implications of learning for respect and action.

See Moodle

Assessment 2 due 3rd June 2019
9.15am
Discussion Forum Posting

Written Assessment 2: 'Uluru, to climb or not to climb': discuss with reference to unit content, literature on Aboriginal culture and country, the cultural interface of non-Indigenous people with Aboriginal culture, respect and ethical behaviour. See Moodle for more detail. Due: Week 12 Monday (3 June 2019) 9:15 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
No exam.		

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1: The details are in Moodle. It requires you to post in Moodle on forum, and then complete a written essay that is a reflection on land and your learning journey. There is a specific format and requirements (see task description).

Assessment Type

Written Assessment

Task Description

Written Assessment 1:

Forum posts and then referenced scholarly essay on what Land means to Aboriginal people considering the impact of settler-colonialism. Your conclusion should be an ethical reflection on your learning journey.

Task Description

This has three parts (a-c).

Part A: You must post at least 3 discussion board postings on forum over 3- 5 weeks. Each posting must contain two things: your reflection AND how at least one academic reference influenced or developed your thinking in that weekly topic (per posting).

Part B: You must respond to at least 2 forum posts from a unit peer/s- who impressed or influenced your thoughts in their posting or the reference they led you to read. Each of your forum posts to your peer must explain how or why their writing or their reference influenced your thinking.

Part C: Is your reflective learning story. This has 3 areas.

Using extracts (quotes) from your postings and your critical academic reading compile your reflective learning story to explain 'what Land means to Aboriginal people' (850 words).

Secondly, again using extracts from your forum postings, and your critical

academic reading detail your reflective learning journey on ‘the impact non-Indigenous colonisation and culture has had on Aboriginal culture and country’ (max 650 words).

Finally, write your ethical conclusions to your 5 week learning journey stating how your understanding of Aboriginal culture and country has developed over the 5 weeks. (500 words). Include your reference list (at least 5 references- these are not included in word count)

You may use 3 sub-headings:

What Land means to Aboriginal people;

The impact non-Indigenous colonisation and culture has had on Aboriginal culture and people; and

Ethical conclusions

Submit Part C as your assignment. Provide parts A & B as an appendix. Clearly label each part. Submit all with cover sheet & marking rubric (below) as one document.

Reflection

The purpose of academic writing is to convey your understanding of experts and to convey how academic writing developed your thinking. Human thinking develops through exposure to new ideas. Thinking is not always linear.

Word length: 2000 words. Weight: 40%

Assessment Due Date

Vacation Week Tuesday (16 Apr 2019) 9:45 pm AEST

Submit as one documents into Moodle

Return Date to Students

Week 8 Tuesday (7 May 2019)

In Moodle

Weighting

40%

Assessment Criteria

Students will be assessed on the criteria as specified in Moodle. Here is an overview:

Full engagement with all 3 parts of the question, including discussion board forum postings;

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed references (articles/books) to support your answer to the topic;

Evidenced engagement & intellectual engagement demonstrated with unit content, unit readings & unit lectures/tuts as appropriate to question;

Demonstrated clear critical reflection/ethical reflection: coherent, considered & informed; and

Discussion board postings used and all writing is grammatical and clear at a university academic standard: i.e. question addressed is stated; articles/books correctly referenced; grammar; font size, spelling & word length.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- describe Aboriginal social organisation and belief systems, and how land is a central element of both
- describe the nature of the human ecology of Aboriginal cultures, including economic land use and management in both traditional and contemporary societies
- explain how Aboriginal cultures have adapted to changing natural and human environments.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

2 Written Assessment 2: 'Uluru, to climb or not to climb': discuss with reference to unit content, literature on Aboriginal culture and country, the cultural interface of non-Indigenous people with Aboriginal culture, respect and ethical behaviour. See Moodle for more detail.

Assessment Type

Written Assessment

Task Description

The purpose of this written assignment is to demonstrate your knowledge, understanding and critical reflection on Aboriginal and/ or Torres Strait Islander peoples their cultures, relationship and connection to country in interface with non-Indigenous peoples' responsibility, power and practices. You will draw on the topics, understandings and readings presented in Weeks 1-11 of the Moodle unit site (as relevant) and those readings you have identified. You are required to include Indigenous voice and scholarship as well as non-Indigenous voice and scholarship. In this assignment you place your learning about Aboriginal culture, country and Land in the context of an applied ethical issue. You are expected to consider the arguments that might be made in favour (even if you do not agree); the case against climbing (even if you do not agree); your discussion should be an argument to convince the reader of the view you have formed based on reading, ethical and other reflection. You then draw a conclusion.

There is another 2nd assessment choice listed in Moodle which provides the option for you to negotiate your own topic which you can address as a critical question

The submission must include a cover sheet with your name and the topic and the marking criteria sheet. You will convey at least two contrary positions. You make a reasoned and evidence-based case from which you will draw the conclusion. *Word length: 2,000 words. Weight: 60%*

Assessment Due Date

Week 12 Monday (3 June 2019) 9:15 am AEST

See Moodle

Return Date to Students

Week 11 Monday (27 May 2019)

Weighting

60%

Assessment Criteria

Students will be assessed on the criteria as specified in Moodle. Here is an overview:

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed references (articles/books) to support your answer to the topic

Evidenced engagement & intellectual engagement demonstrated with unit content, unit readings & unit lectures/tuts as appropriate to question

Demonstrated clear critical reflection/ethical reflection: coherent, considered & informed;

Clarity: e.g. states: aims, purpose and approach to question; Body: clear, logical developed

argument; Conclusion: A coherent final position that reflects arguments of essay; and

Writing is grammatical and clear. University academic standard evidenced: i.e. question addressed is stated; academic references; logical arguments; font size, spelling & word length +/-10

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Submission Instructions

Submit in Moodle

Learning Outcomes Assessed

- investigate and explain the concepts of land rights and the way in which contemporary Aboriginal societies view the land
- explain how Aboriginal cultures have adapted to changing natural and human environments.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem