



# INDG19015 *Aboriginal Cultures and Country*

## Term 1 - 2020

Profile information current as at 20/04/2024 04:26 am

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 - 2020

- 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](#).

## 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	•	•	•	•
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

Authors: Pascoe, B.

Scribe Publications

London , England

ISBN: ISBN: 9781911344780

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### 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

**Michael Danaher** Unit Coordinator

[m.danaher@cqu.edu.au](mailto:m.danaher@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 1: **An introduction to the unit.**

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.

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.

See Moodle for required readings.

See discussion forum for this week: required posting with academic references

**Week 2 - 16 Mar 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Week 2: Indigenous belonging, culture and dreaming and the smash of invasion: attempted erasure of Indigenous people/cultures**

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.

See Moodle for required readings

Discussion board posting required with academic references

**Week 3 - 23 Mar 2020**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**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 - 30 Mar 2020**

**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 13 April.

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**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 13 April)

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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No Module

**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 Monday (13 Apr 2020) 9:45 pm AEST

**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**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 13 April  
Assignment 2 DUE 01 JUNE 2019

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**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 1

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**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 1

**Week 9 - 11 May 2020****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 - 18 May 2020****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 1 JUNE

**Week 11 - 25 May 2020****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 1 JUNE

**Week 12 - 01 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic**

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 1 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 (1 June 2020) 11:45 am AEST**

**Review/Exam Week - 08 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic**

No exam.

**Exam Week - 15 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic**

## 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 Monday (13 Apr 2020) 9:45 pm AEST

Submit as one documents into Moodle

### Return Date to Students

Week 7 Friday (1 May 2020)

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 as appropriate to the question) & theory;

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 stated, question fully 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

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

### Graduate Attributes

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

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' cultures, relationship and connection to country in interface with non-Indigenous peoples' responsibility, power and practices. You will draw on the readings, lectures and theory 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). So your essay has at least two contrary positions (for and against). Your conclusion is the evidence-based view you have formed and argue in favour of. It is based on the readings you have cited and your critical ethical reflection.

The submission must include the cover sheet, rubric and essay as one assessment with your name and the topic.

*Word length: 2,000 words. Weight: 60%*

**There is another option in the 2nd assessment . The option is for you to negotiate with your tutor your own topic. For example, some students may wish to research in the cultural interface of how Aboriginal fire management can contribute to a reduction in bushfires. The option of an alternative topic is available for students with experience and good research skills BUT must be agreed with the tutor as evidenced by an email. It is the same due date and must meet the criteria in the rubric for AT2.**

### **Assessment Due Date**

Week 12 Monday (1 June 2020) 11:45 am AEST

See Moodle

### **Return Date to Students**

Exam Week Tuesday (16 June 2020)

### **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 of assessment: clear, logical developed referenced 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**

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

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 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