



INDG19015 *Aboriginal Cultures and Country*

Term 1 - 2021

Profile information current as at 26/05/2022 09:22 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 - 2021

- 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

Moodle site

Recommendation

It is recommended that the Moodle site is made less cluttered and more ordered.

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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Vicki Pascoe Unit Coordinator
v.pascoe@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

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>	See Moodle for required readings.	Discussion forum posting

Week 2 - 15 Mar 2021

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>	See Moodle for required readings	Discussion forum posting

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>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.</p>	See Moodle for readings	Discussion forum posting

Week 4 - 29 Mar 2021

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 forum posting
Assignment 1 due 12th April.

Week 5 - 05 Apr 2021**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 forum posting
Assignment 1 due 12th April

Vacation Week - 12 Apr 2021**Module/Topic****Chapter****Events and Submissions/Topic**

No Module

Assessment 1: An academic essay on your reflective Learning Journey. A written essay where there is a specific format and requirements (see task description). Due: Vacation Week Monday (12 Apr 2021) 9:45 am AEST

Week 6 - 19 Apr 2021**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 12 April
Assignment 2 due 31 May
Discussion forum posting

Week 7 - 26 Apr 2021**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 due 31st May
Discussion forum posting

Week 8 - 03 May 2021**Module/Topic****Chapter****Events and Submissions/Topic**

Week 8 Mabou, 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 due 31st May
Discussion forum posting

Week 9 - 10 May 2021**Module/Topic****Chapter****Events and Submissions/Topic**

Week 9: Cultural interface interrogating some western 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

Assignment 2 due 31st May
Discussion forum posting

Week 10 - 17 May 2021**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.

Assignment 2 due 31st May
Discussion forum posting

Week 11 - 24 May 2021**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

Assignment 2 due 31st May
Discussion forum posting

Week 12 - 31 May 2021**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 31st May
Discussion Forum Posting

Assessment 2: An academic essay based on an applied ethical issue. (see task description) Due: Week 12 Monday (31 May 2021) 11:45 am AEST

Review/Exam Week - 07 Jun 2021**Module/Topic****Chapter****Events and Submissions/Topic**

No exam.

Exam Week - 14 Jun 2021**Module/Topic****Chapter****Events and Submissions/Topic**

No exam

Assessment Tasks

1 Assessment 1: An academic essay on your reflective Learning Journey. A written essay where there is a specific format and requirements (see task description).

Assessment Type

Written Assessment

Task Description

Written Assessment 1:

Drawing on your forum posts and referenced scholarly literature, your essay will: *Explain what Land means to Aboriginal people and the impact non-Indigenous Colonisation and Culture has had on Aboriginal Cultures and Country. Your conclusion should be an ethical reflection on your learning journey.*

Task Description

This has three parts:

1. Students are asked to post to at least 2 discussion forums over 5 weeks. Each posting contains two things: your reflection AND how at least one academic reference influenced or developed your thinking in that weekly topic (per posting).

2. Your Academic Essay is your response to the question:

Explain what Land means to Aboriginal people and the impact non-Indigenous Colonisation and Culture had had on Aboriginal Cultures and Country.

Using quotes and paraphrasing from your two postings and your critical academic reading, compile your essay and detail your reflective learning journey.

3. 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 This section may be written in first person if you wish.

Consider using the following subheadings and word counts to assist in the organisation of your essay:

What Land means to Aboriginal people; (850 words)

The impact non-Indigenous colonisation and culture has had on Aboriginal cultures and people and country; (650 words)

Ethical conclusions on my reflective learning journey; (500 words)

Submit Assessment 1 via Moodle, as one word document which includes:

Cover sheet

Marking rubric

Your essay

Reference list

Appendices (forum posts)

Word length: 2000 words. Weight: 40%

Assessment Due Date

Vacation Week Monday (12 Apr 2021) 9:45 am AEST

Submit as one document into Moodle

Return Date to Students

Week 7 Monday (26 Apr 2021)

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

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 Assessment 2: An academic essay based on an applied ethical issue. (see task description)

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. In this assignment you place your learning about Aboriginal culture, country and Land in the context of an applied ethical issue. Consider the arguments that might be made in favour of your chosen question (even if you do not agree). This means that your essay will outline two contrary positions (for and against). For example, what are the arguments for not climbing Uluru and what are the arguments for climbing Uluru. Choose one topic from below:

1. Uluru, to climb or not to climb: The climbing of Uluru has been banned, but many people still believe that everyone who visits the rock has the right to climb it. This belief is against the wishes of the

traditional owners. Discuss

OR

2. Can Aboriginal fire management practices, as opposed to modern fire management techniques such as hazard reduction, contribute to a reduction in bushfires? Discuss

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

Submit Assessment 2 via Moodle, as one word document which includes:

Cover sheet

Marking rubric

Your essay

Reference list

Assessment Due Date

Week 12 Monday (31 May 2021) 11:45 am AEST

See Moodle

Return Date to Students

Exam Week Monday (14 June 2021)

via Moodle

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

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