



INDG19015 *Aboriginal Cultures and Country*

Term 1 - 2023

Profile information current as at 05/05/2024 11:04 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 - 2023

- 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 SUTE Teacher Evaluations

Feedback

Make sure feedback is clear and useable

Recommendation

Provide markers with clearer instructions on how to give useful feedback for assessment items.

Feedback from SUTE Evaluations

Feedback

Unit is not enjoyable for some students

Recommendation

Investigate the unit and refresh those areas that may be contributing to low student satisfaction, mindful that the unit will be completely refreshed for 2024.






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

 N/A Level  Introductory Level  Intermediate Level  Graduate Level  Professional Level  Advanced Level

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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

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 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Week 1: <i>An introduction to the unit</i> This introductory week outlines the approach to the unit. It provides an overview of language, responsibility and respect. It overviews how to navigate Moodle and guides you 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 First Nations cultures and country. It is contrasted to 'land' as used in non-Indigenous culture. You are reintroduced to the First nations of Australia.</p>	See Moodle for required readings.	Discussion forum posting

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Week 2: <i>Indigenous belonging, culture and dreaming and the invasion, the attempted erasure of First Nations people/cultures</i> Building on week 1 and the understanding of Land, you are provided a necessary overview of the impact of invasion since 1788. You are introduced to cultural hegemony and how First Nations country and culture was and is silenced.</p>	See Moodle for required readings	Discussion forum posting

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Week 3: <i>Countries and Boundaries: First Nations views of Land & the non-Indigenous cultural interface</i> An exploration in understanding First Nations peoples relationship to Land, including custodianship versus ownership. These are key conceptual understandings to engagement with the unit.</p>	See Moodle for readings	Discussion forum posting

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4: **Identity: from colonial silencing to cultural revitalisation & decolonisation**

First Nations cultures and identity was ignored in the framing of an 'Australian' identity. Instead, a Settler-colonial silencing and othering influenced 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

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: 'Always was, always will be First Nations land': from terra nullius to a land belonging to...': reimagining and reinventing Australian Culture by engaging with Land		
We continue travelling deeper into understanding Land. Here we consider the politics and power of terra nullius and its meaning and politics for First Nations Land and cultures and non-Indigenous responsibility now and into the future.	See readings in Moodle	Discussion forum posting Assignment 1 due 12th April

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		Assignment 1 due 12th April Assessment 1: An academic essay. A written essay where there is a specific format and requirements (see task description). Due: Vacation Week Wednesday (12 Apr 2023) 11:45 pm AEST

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Torres Strait Islander, Land and Sea Country: ontology and epistemology		
This week invites a deeper exploration of Land using a First Nations knowledge framework. We explore what being in country on First Nations land means for all peoples. Exploration involves a particular focus on the Torres Strait Islands.	See Moodle for readings	Discussion forum posting

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 7: First Nations Belonging in a postcolonising society		
This week considers the belonging of First Nations people and their relationship with Land in the context of the challenges placed by current Australian society.	See Moodle for readings	Discussion forum posting

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8: *Mabo, Law and lore*

This week considers how Indigenous Lore links to land and the impact of introduced law from the Australia State. The 1992 Mabo case is examined.

See Moodle for readings

Discussion forum posting

Week 9 - 08 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Week 9: ***Cultural interface interrogating some western perspectives on land: epistemology, 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

Discussion forum posting

Week 10 - 15 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Week 10: ***Songs and Songlines***

An examination of how art, song, land and ceremony intersect. We also consider song as a way of understanding.

See Moodle for readings

Discussion forum posting

Week 11 - 22 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Week 11: ***Belonging and belonging on First Nations Land: Treaty and Makarrata -the coming together after a struggle***

This week we consider belonging, including First Nations and mainstream responses to treaty and Makarrata (coming together after a struggle). Reflection produces critical and ethical understandings.

See Moodle for readings

Assignment 2 due 24 May
Discussion forum posting

Assessment 2: An academic essay based on an applied ethical issue. (see task description) Due: Week 11 Wednesday (24 May 2023) 11:45 pm AEST

Week 12 - 29 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Week 12: ***Reflections on Culture and Country: Where are we now? Where will the future take us?***

With knowledge comes responsibility. You are encouraged to consider the implications of learning for respect and action. How do we move forward?

See Moodle for readings

Assignment 2 due 24th May
Discussion Forum Posting

Review/Exam Week - 05 Jun 2023**Module/Topic****Chapter****Events and Submissions/Topic**

No exam

Exam Week - 12 Jun 2023**Module/Topic****Chapter****Events and Submissions/Topic**

No exam

Assessment Tasks

1 Assessment 1: An academic essay. 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 referenced scholarly literature, your essay will: Explain what Land means to First Nations people and the impact Western Colonisation and Culture has had on First Nations Cultures and Country.

Task Description

1. You are asked to post to the Discussion Forum. Your posting contains your reflection on your learning journey through the unit so far. For example, share how you are feeling about the unit content, is this content totally new to you or has it reinforced what you already know? Perhaps, you have been shocked or surprised by the unit content. This is a personal reflection and will be attached to your academic essay as an appendix. There is no word limit for your reflection and it does not specifically attract marks. It is an assessment requirement however and marks will be deducted if it is not attached.

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 has had on First Nations Cultures and Country.

Using quotes and paraphrasing from scholarly, academic literature, compile your essay.

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

Your introduction: This outlines what it is you will be writing about in your essay; (200 words)

What Land means to First Nations people; (750 words)

The impact colonisation and Western culture has had on First Nations cultures, people and country; (850 words)

The conclusion to your essay; (200 words)

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

Cover sheet

Marking sheet

Your essay

Reference list

Appendix (forum post)

Word length: 2000 words. Weight: 40%

Assessment Due Date

Vacation Week Wednesday (12 Apr 2023) 11:45 pm AEST

Submit as one document into Moodle

Return Date to Students

Week 7 Wednesday (26 Apr 2023)

In Moodle

Weighting

40%

Assessment Criteria

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

Full engagement with the essay question including the discussion board forum posting;

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 demonstrated with unit content, unit readings (unit lectures as appropriate to the question) & theory;

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

Writing is grammatically correct and clear at a university academic standard: i.e. question stated, and fully addressed; articles/books correctly referenced (APA); grammar; font size, spelling & word length as specified.

Discussion forum post attached as an appendix.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit as one word document via 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

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 First Nations peoples' cultures, relationship and connection to country in interface with non-Indigenous peoples' responsibility, power and practices. Students will draw on the readings, lectures and theory presented in Weeks 1-11 (as relevant) and other readings identified. In this assignment students place their learning about First Nations culture, country and Land in the context of an applied ethical issue.

2. Your Academic Essay is your response to one of the two questions below:

Choose one topic from below:

1. In 2020 the destruction of 46,000 year old caves occurred at Juukan Gorge in the Pilbara, Western Australia. Chair of the Parliamentary Committee, tasked with an inquiry, Warren Entsch stated: "Never again can we allow the destruction, the devastation and the vandalism of cultural sites as has occurred with the Juukan Gorge - Never Again." Provide an ethical discussion around the circumstances of the destruction.

OR

2. Climate change is a matter for concern throughout the world. In 2021, the Australian First Nation Peoples Statement on Climate Change was produced. The statement concludes with: "Our connection to country represents climate science developed over countless generations, listen to us, work with us and together we can enact a change that will shape our future for all Australians". First Nations people are calling for their knowledges to be included in climate management frameworks. As an example, outline First Nations fire management practices. Provide an ethical discussion around the valuing and inclusion of First Nations knowledges and in particular fire management practices. Is Australia listening? You are also asked to post to the discussion forum. Your posting contains your reflection on the content of your completed chosen essay (either Juukan Gorge or Fire Management practices). You have just written about an applied ethical issue, what are your reflections on the process? Did you learn anything of particular interest, or can you come to any conclusions regarding the ethical relationship between First Nations people and mainstream organisations? This is a personal reflection and will be attached to your academic essay as an appendix. There is no word limit for your reflection and it does not specifically attract marks. It is an assessment requirement however and marks will be deducted if it is not attached. Your post will be attached to your academic essay as an appendix.

Using quotes and paraphrasing from scholarly, academic literature, compile your essay.

As a guide only, consider using the following points of discussion and word counts to assist in the organisation of your essay:

Your introduction: This outlines what it is you will be writing about in your essay; (200 words)

What does Juukan Gorge mean to the First Nations custodians and what happened?; (750 words)

What is the impact on the First Nations custodians and their knowledges (as well as Australia as a whole) as a result of the destruction of the caves? (850 words)

The conclusion of your essay (200 words)

OR

Your introduction: This outlines what it is you will be writing about in your essay; (200 words)

What is the background to the First Nation Peoples Statement on Climate change 2021 and what does it request; (750 words)

First Nations custodians are concerned for the future and want to be included in action against the threats of climate change. Are mainstream organisations listening and willing to adopt First Nations practices, for example fire management practices? (850 words).

The conclusion to your essay; (200 words)

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

Cover sheet

Marking sheet

Your essay

Reference list

Appendix (forum post)

Word length: 2000 words. Weight: 60%

Assessment Due Date

Week 11 Wednesday (24 May 2023) 11:45 pm AEST

Submit as one word document via Moodle

Return Date to Students

Week 12 Thursday (1 June 2023)

via Moodle

Weighting

60%

Assessment Criteria

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

Full engagement with the essay question including the discussion board forum posting;

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 demonstrated with unit content, unit readings (unit lectures as appropriate to the question) & theory;

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

Writing is grammatically correct and clear at a university academic standard: i.e. question stated, and fully addressed; articles/books correctly referenced (APA); grammar; font size, spelling & word length as specified.

Discussion forum post attached as an appendix.

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