

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	History on Screen
Unit ID:	BADIG3002
Credit Points:	15.00
Prerequisite(s):	(BADIG1001 or BAHIS1001 or BAHIS1002 or BATCC1001 or BATCC1002 or INDSL1001) (At least 30 credit points from BAFLM or BAHIS or BATCC or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BADIG2002)
ASCED:	090399

Description of the Unit:

Recreations of the past in film, television and digital media are a major way in which individuals and the public encounter history. This Advanced- level unit provides students with skills, knowledge and approaches to critically engage with dramatic representations of the past on screen. Students compare how the forms, affordances and methods of written and screen media offer distinct ways of accessing information and ideas about the past. The unit examines a range of screen examples as case studies and uses digital technology to explore how concerns of the present shape audiovisual and written histories. By investigating ways that dramatisations of the past are shaped by mediums, storytelling practices and social and cultural contexts, the unit imparts understanding of how screen representations contribute to thought about past events, societies, geographic places and cultures.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final

mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:
Knowledge:

- K1.** Identify types of screen representations of historical events and/or periods and their relationships to history
- K2.** Critically analyse scholarly debates about and approaches to historical screen texts and their roles in society and culture
- K3.** Identify aspects, tasks and challenges of adapting historical topics to the screen

Skills:

- S1.** Produce work demonstrating knowledge of approaches to understanding screen representations of history and their roles in shaping ideas about the past at individual and collective levels
- S2.** Analyse relationships between screen representations and history from a range of perspectives
- S3.** Explore using digital technology to create a visual and/or audio work about a historical event, period or topic

Application of knowledge and skills:

- A1.** Apply advanced analytical skills to screen representations of the past
- A2.** Apply research skills to acquire knowledge and develop an argument about history on screen
- A3.** Apply digital media skills by creating a visual, audiovisual or audio artefact about history

Unit Content:

Topics may include some of the following:

1. Theoretical models and scholarly debates relating to historical film
2. A focus on regional, Australian and/or international case studies of history on screen
3. Roles of historical screen works in shaping public, personal and community perceptions of heritage
4. Gender and sexuality in historical film and/or television
5. Historical narratives centring on ethnicity and/or cultural difference
6. Screen representations of traumatic historical events
7. Comparing historical dramatisation and historical documentary
8. Screen biographies of historical people
9. Relationships between historical screen works and genre, such as the Western, comedy, musical, animation
10. Historical representation in video games
11. Creating a digital work such as a slideshow of drawings, paintings and/or photos, a short video in a documentary or dramatised mode, a podcast, a live staging captured on video.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2	Locate and critically examine primary and/or secondary sources about a historical period or event and a related screen representation, addressing a topic designed for advanced-level students. This task forms a basis for the digital artefact task.	Comparative research paper	40-60%
K2, K3, S1, S3, A1, A2, A3	Develop and create a digital work (visual, audio or audiovisual) reflecting on or representing a historical event or period, with a written analysis or exegesis. Topic is to be developed by the student in consultation with unit teaching staff, with the option/s available to be specified in the unit description for the teaching period.	Digital artefact	40-60%

Adopted Reference Style:

Australian Harvard ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)