

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	INTRODUCTION TO ARCHIVAL RESEARCH AND GENEALOGY
Course ID:	BAHIS1002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090305

Description of the Course:

This course will teach students the fundamentals of archival research, examining different types of historical collections, and engaging with both primary and secondary historical resources. The course will also engage with the growing area of family history, which provides scope for pursuing private and business interests. It will examine problems of genealogical research, oral history, and the regulations and ethical considerations in collecting, describing and digital publishing of primary sources.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course? Yes

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Define and distinguish between different types of sources in history, including archives, manuscripts, newspapers, archaeological sites, audio/visual materials and contemporary publications.
- K2.** Apply principles of arranging and describing archival collections.
- K3.** Critically assess primary and secondary sources
- K4.** Analyse the role of community and family history
- K5.** Understand ethical issues involved with acquiring and publishing historical objects and oral histories.

Skills:

- S1.** Research topics relevant to course content, including locating and appraising authoritative sources both primary and secondary.
- S2.** Undertake archival description and object-based cataloguing
- S3.** Undertake archival research
- S4.** Undertake oral history interviews.
- S5.** Demonstrate skills in historical pedagogy and communication.

Application of knowledge and skills:

- A1.** Identify connection and tensions between issues, debates, concepts and perspectives related to course content.
- A2.** Utilise and integrate relevant conceptual and theoretical understandings in genealogical publishing.
- A3.** Plan and conduct online research, locating and managing historical data, and write socially responsible reports based on research

Course Content:

Characteristics of Archives and manuscripts.

Development of record keeping systems

Government records – arrangement, conservation and storage.

Role of Planning Schemes and Heritage Overlays

Types of collecting institutions – government and private.

Role of Historical Societies.

Critical analysis of primary source materials – historiographical questions of truth, bias etc.

Newspaper research, esp. TROVE, British newspaper databases.

Digitisation of archives.

Family history research; Ancestry and difficult family history research – especially finding how people arrived in Victoria.

Privacy, freedom of information and copyright considerations

Legislation affecting Collecting institutions – Aboriginal and Archaeological considerations)

Oral history

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact 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. 	K3, K4, S1, S2, S4	AT1, AT2
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 	K1, K2, S1, S3, A1, A3	AT1, AT2, AT3
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 	K2, K3, K4, K5, S1, S2, S3, A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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 	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	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: <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. 	K1, K2, S1, S3, A1, A3	AT 2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K4, S1, S2, S5, A1, A3	Catalogue an object belonging to an historical collection of a society or organization.	Catalogue entry	25-30%
K1, K2, S1, S3, S5, A1, A3	Research Report on a property	Heritage Report	30-35%
K3, K5, S2, S3, S4 A1, A2	Guide to a collection of primary sources.	Written report and audio-visual presentation	40-45%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)