

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	AUSTRALIAN HISTORY
Course ID:	BAHIS2001
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312 or INDSL1001)
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC2569 and ATSGC3569 and BAHIS3001 and HISGL2100)
ASCED:	090305

Description of the Course:

Australia is the last continent to have been colonised by Europeans, but it is also home to the world's longest surviving peoples and cultures. This course examines European attempts to construct a new society on the lands of Australia's first peoples. It explores how successive waves of immigrants, both European and non-European, introduced new ideas, institutions and technologies in their ongoing attempts to make the continent their own. Beginning with the origins of European Australia, the course may include key topics and events in Australian history, including invasion and resistance; convictism; the gold rushes and Australian democracy; federation and White Australia; the world at war and the Great Depression; the Cold War; the 1960s and the new social movements; Indigenous rights and multiculturalism; reconciliation and republicanism; globalisation, neoliberalism and contemporary Australian crises. The course pays particular attention to the influence of transnational trends and developments on domestic events and processes, as well as to the reciprocal effects Australian developments have had internationally. The course introduces students to key historical and historiographical themes and debates in Australian history and equips them with the knowledge and skills to act as informed and ethical citizens in twenty-first century Australia.

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"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:
Knowledge:

- K1.** Account for the major events, trends and developments that have shaped Australian history since 1788.
- K2.** Explore interrelationships between local, national and international events, trends and developments.
- K3.** Examine the social, cultural, political, economic and geographic factors that have shaped the Australian experience, historically and today.

Skills:

- S1.** Reflect critically on key themes and debates in Australian history and historiography.
- S2.** Locate, appraise and analyse primary and secondary sources relating to Australian history and historiography.
- S3.** Express informed and substantiated arguments and analysis in relation to key themes and debates in Australian history and historiography.

Application of knowledge and skills:

- A1.** Identify connections and/or tensions between events, issues, concepts, themes and debates in Australian history and historiography.
- A2.** Engage in discussion, debate and critical analysis concerning key themes and debates in Australian history and historiography.
- A3.** Appraise and apply historical methods and approaches to analyse events, issues, themes and debates in Australian history and historiography.

Course Content:

Topics may include:

- In the Beginning: Terra Australis Incognita
- European invasion, Indigenous resistance
- Convictism and the end of transportation
- The gold rushes, Eureka and Australian democracy
- Colony to nation: Federation and White Australia
- Australia as the social laboratory of the world
- World War I, conscription and the ANZAC legend
- The Great Depression, World War II and post-war reconstruction
- Communism and conservatism in Cold War Australia
- The swinging sixties and the new social movements
- Reinventing Australia: Indigenous rights and multiculturalism

- A reconciled republic? Keating, Howard and the anti-rights backlash
- Globalisation, neoliberalism and the GFC
- Climate change, asylum seekers and contemporary Australian crises.
- Development of Australian welfare and justice regimes

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 be 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. 	S1, S2, S3, A2	AT2, AT3
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, K3, S1, S2, S3, A1, A2	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 	K1, K2, K3, S2, A2	AT1, AT2, AT3
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, S2, A1, A3	AT1, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, K3, S1, S3, A1, A2	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	A series of tasks on selected topics (e.g. written reflections and/or quizzes on readings/sources; active participation in class/online discussions and activities)	Course preparation and participation	15-30%
K1, K3, S1, S2, A1, A3	A proposed research topic on a selected topic or event, accompanied by an annotated bibliography and a draft essay plan	Research proposal, annotated bibliography and essay plan	30-40%
K2, K3, S1, S2, S3, A1, A2, A3	A research essay on a selected event, issue, theme or debate	Research essay	35-50%

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:

Other (APA, Australian or Chicago)

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

Fed Cite - [referencing tool](#)