



Course Outline (Higher Education)

School:	School of Arts
Course Title:	RESEARCHING WRITING AND TEACHING HISTORY: LOCAL, PUBLIC AND COMMUNITY ENGAGEMENT
Course ID:	BAHIS3004
Credit Points:	15.00
Prerequisite(s):	(BAKIP1001 or INDSL1001 or BAXDC1002 or HISOC1005 or HISOC1312) (At least 30 credit points from BAHIS or BAKIP or HISGL or HISOC or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAHIS2004)
ASCED:	090305

Description of the Course:

This course will teach students the foundations of empirical historical research, examine modes of public engagement in the teaching of history and develop skills in public historical engagement. This course provides opportunities for students to be introduced to and engaged in public history, community history, histories of their local communities, diversity in history and the teaching of history. The course will also examine the methodology of historical research and engage students in the critical reading of primary and secondary sources.

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

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	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Critically analyse the role of public and community history in practice.
- K2.** Recognise and understand the principles of public history in community events and displays
- K3.** Demonstrate an understanding of the principles of historical methodology
- K4.** Analyse the role of historiography in practice
- K5.** Critically analyse the relationship between heritage and history.

Skills:

- S1.** Research topics relevant to course content, including locating and appraising authoritative sources both primary and secondary.
- S2.** Demonstrate skills in historical pedagogy and historical communication in public events.
- S3.** Demonstrate critical and self-reflective understandings of the relationship between community identity and local and public history.
- S4.** Undertake archival research and critique of secondary sources.
- S5.** Undertake a critical evaluation of public engagement with heritage.

Application of knowledge and skills:

- A1.** Identify connection and tensions between issues, debates, concepts and perspectives related to course content.
- A2.** Utilize and integrate relevant conceptual and theoretical understandings in local history and debates surrounding the role and implications of historical interpretations.
- A3.** Engage in discussion, debate and critical analysis concerning issues associated with course content.
- A4.** Discuss feasibility and critical analysis of historical pedagogical delivery and representation in public events.

Course Content:

Topics may include:

- Introduction to local and public history
- Historical thinking for history teachers
- Guardians of memory: keepers of community memory such as historical societies, cultural institutions, museums.
- Oral histories.
- Field based writing and researching.
- Diverse perspectives on public history.
- Critical engagement of history
- Communicating history
- History methods
- Public historical engagement

- Introduction to digital humanities
- Introduction to archival research

Values:

- V1.** Develop a capacity to position self in understandings of public, local, and community history.
- V2.** Promote the importance of historical method and research skills to foster community participation and understandings of local community and history.
- V3.** Promote the significance of history from below to contemporary society.
- V4.** Promote an awareness of the diversity of perspectives in local history.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K4, S3, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1, S3, A2	AT1, AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S3, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S2, A3	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S4, S5, A1, A3	Develop a research proposal identifying key issues, appropriate literature and primary sources pertaining to an aspect of local history in consultation with your tutor. Examine how this research could be applied through public engagement and discuss issues of authenticity, diversity and representation.	Research proposal	20-30%
K1, K2, K4, S1, S3, S4, S5, A1, A2, A3, A4	Research and analyse the role of local history and community identity utilizing a selected case study in local history developed in your research proposal. Critically examine and review previous examples of public engagement in this area.	Essay	30-40%
K1, K2, K4, K5, S2, S3, S5, A1, A2, A3, A4	Develop a model for public engagement and history teaching/communication on a selected case study, based on your previous assessments, of local history representation demonstrating an awareness of the social and cultural issues surrounding contested historical representations. Evaluate the feasibility of the model in terms of resources and support.	Report and audio-visual presentation.	40-50%

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)