

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: INDIGENOUS HISTORY (1788-1967)

Unit ID: INDSL1001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (BAXDC1002 and INDOL1002)

ASCED: 090311

Description of the Unit:

This unit is designed to enable students to describe and define the patterns of contact between European and Indigenous societies from the moment of British invasion in 1788 until the 1967 referendum. The unit examines and evaluates government policies in relation to Indigenous people in Australia throughout this period and explores the motivations and actions of both Indigenous and non-Indigenous people in Indigenous/non-Indigenous relations. The unit also appraises the scale and nature of contact and conflict between Indigenous and non-Indigenous peoples in Australia and evaluates the differing attitudes of present-day historians, politicians and other public commentators towards this period in Australia's settler-colonial history.

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

Work Experience:

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

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Explore themes of conflict, conciliation and mediation in Australian historiography
- K2.** Identify and consider basic research methods and approaches associated with Australian Indigenous historiography
- K3.** Describe and distinguish key theoretical perspectives, positions and debates in Australian Indigenous historiography

Skills:

- S1.** Engage in historical analysis of both primary and secondary materials
- S2.** Locate, evaluate and utilise peer-reviewed materials in the humanities and social sciences
- S3.** Appraise key concepts, theories, issues and debates in Indigenous history

Application of knowledge and skills:

- A1.** Engage sensitively and respectfully with historical and contemporary debates concerning Australian Indigenous history
- A2.** Apply relevant conceptual and theoretical frameworks to issues and debates in Australian Indigenous historiography
- A3.** Communicate an understanding of key theories and concepts in Indigenous history at an introductory level

Unit Content:

Topics may include:

- History, historiography and Indigenous Australia
- Cross-cultural encounters: Patterns of early contact
- Contact and conflict on the moving frontier
- Indigenous resistance to settler-colonial invasion
- Missions and reserves: Hope and frustration
- Race, racism and expanding frontiers
- Whitefella work: Indigenous labour and mixed economies
- Indigenous responses to the Civilising Mission
- Under the Act (government policy)
- The fight for formal equality
- More than citizens: The fight for Indigenous rights
- The unfinished business of reconciliation

Graduate Attributes

The Federation University Federation 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 Courses. Graduate

attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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, K2, K3, S1, S2, S3, A1, A2, A3	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, S2, A1	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.	K3, S3, A1, A2, A3	AT1, 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.	K2, K3, S1, S2, S3, A1, A2, 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.	K3, S3, A1	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Reflective activities responding to unit content and materials	Reflective journal	25-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Draft introduction and summaries of sources to be utilised for research paper or poster	Introduction and summaries	20-35%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Academic paper or poster on a topic or question related to unit content	Research paper or poster	35-45%

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 Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units 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 Course level reporting highlights how each Course embraces the principles and practices associated with

the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)