



# Course Outline (Higher Education)

|                         |                                |
|-------------------------|--------------------------------|
| <b>School:</b>          | School of Arts                 |
| <b>Course Title:</b>    | INDIGENOUS HISTORY (1788-1967) |
| <b>Course ID:</b>       | INDSL1001                      |
| <b>Credit Points:</b>   | 15.00                          |
| <b>Prerequisite(s):</b> | Nil                            |
| <b>Co-requisite(s):</b> | Nil                            |
| <b>Exclusion(s):</b>    | BAXDC1002 and INDOL1002        |
| <b>ASCED:</b>           | 090311                         |

## Description of the Course:

This course 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 course 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 course 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 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                   | ■                    | ■ | ■ | ■ | ■ | ■  |

### 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

### Course 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

#### Values:

- V1.** Consider the complexity and diversity of Australia's settler-colonial history
- V2.** Recognise the relevance of history to the contemporary relationship between Indigenous and non-Indigenous peoples in Australia

- V3.** Appreciate the continuing contribution of Indigenous peoples, knowledges and cultures to Australian society

### 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, 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 Communicator <sup>s</sup>    | 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         | Learning Tasks  | Assessment Type            | Weighting |
|------------------------------------|---|----------------------------|-----------|
| K1, K2, K3, S1, S2, S3, A1, A2, A3 | Reflective activities responding to course 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 course content               | Research paper or poster   | 35-45%    |

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)