

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	MYTHS AND MASSACRES: AUSTRALIAN HISTORY AND RECONCILIATION
<b>Unit ID:</b>	INDSL2002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAKIP1001 or BAXDC1002 or BAXDC1004 or FEA FN1102 or INDOL1002 or INDSL1000 or INDSL1001 or INDSL1004)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BAXDC2108 and BAXDC3108 and INDSL3002 and INDSL3108)
<b>ASCED:</b>	090311

## Description of the Unit:

This unit explores the nature, extent and significance of violence between Indigenous and non-Indigenous peoples in Australia. In particular, it examines the evidence relating to killings of Aboriginal and Torres Strait Islander people by Europeans and appraises the interpretations historians have placed on this evidence. Students will consider the contributions of oral accounts, written records, demographic data and physical evidence in the reconstruction of past events and reflect on the influence of contemporary political perspectives on the interpretation of these materials. The unit explores a range of perspectives concerning the meaning, purpose and accuracy of historical accounts of massacres and other forms of violence and considers their implications for contemporary debates regarding the proper relationship between Indigenous and non-Indigenous Australia. Students will reflect in particular on the relationship between the historiography of violence and the meaning and process of reconciliation with Indigenous peoples in Australia.

**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.** Appraise contrasting positions and perspectives on the nature, extent and significance of violence between Indigenous and non-Indigenous peoples in Australia
- K2.** Recognise the influence of contemporary political perspectives on the interpretation of historiographical materials
- K3.** Explore the relationship between the historiography of violence and the meaning and process of reconciliation with Indigenous peoples in Australia

**Skills:**

- S1.** Conduct historical analysis on both primary and secondary materials
- S2.** Develop skills in research and communication, including academic writing and referencing
- S3.** Critically evaluate key theories and concepts in Indigenous history

**Application of knowledge and skills:**

- A1.** Engage sensitively and respectfully with debates concerning the nature, extent and significance of violence between Indigenous and non-Indigenous peoples in Australia
- A2.** Apply relevant conceptual and theoretical frameworks to issues and debates regarding the historiography of violence in Australia
- A3.** Integrate the analysis and interpretation of a range of materials to communicate an informed understanding of Indigenous history

**Unit Content:**

Topics may include:

- The great Australian silence and the myth of peaceful settlement
- Revisionist historiography and the history wars debate
- “Black armbands”, “white blindfolds” and the politics of history
- The history and historiography of violence in settler-colonial Australia
- Massacres, warfare and Indigenous resistance
- Accounts and evidence of frontier violence in Australia
- The contribution of oral testimony to historical understandings
- The influence of contemporary politics on the interpretation of historiographical materials
- The relevance of the historiography of violence to contemporary relations between Indigenous and non-Indigenous Australia
- Recognising and commemorating historical sites associated with intercultural violence
- The troubled and troubling relationship between “truth” and “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.	K1, K3, S2, A1, A2, A3	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, K3, 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.	K1, S1, S2, A1, A2, A3	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.	K2, K3, S2, A1, A2, A3	AT2, AT3

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Critical reviews of unit readings and/or other relevant sources and materials	Critical reviews	15-30%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Presentation (with accompanying notes/summary) on a topic or question related to unit content	Presentation	30-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Academic essay or poster on a topic or question related to unit content	Research essay or poster	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 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](#)