

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	MYTHS AND MASSACRES: AUSTRALIAN HISTORY AND RECONCILIATION
Unit ID:	INDSL3002
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or BAXDC1004 or FEAFN1102 or INDOL1002 or INDSL1000 or INDSL1001 or INDSL1004) (At least 30 credit points from BAHIS or BAKIP or BAXDC or HEALT or HISGL or HISOC or INDOL or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAXDC2108 and BAXDC3108 and INDSL2002 and INDSL3108)
ASCED:	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.

Does Recognition of Prior Learning apply to this Unit? No

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 and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	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"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.** Critically 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 advanced 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”

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 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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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. 	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT2
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 	S1, S2, S3,	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, S1, S2, S3, A1, A2, A3	AT2
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, S1, S2, S3	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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, S2, S3, A1, A2, A3	AT1, 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 course 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 course content, and including annotations in the bibliography.	Presentation	30-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Academic essay or poster on a topic or question related to course content, including annotations in the bibliography.	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](#)