Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Victorian Aboriginal History 1800-1900
Unit ID:	INDSL3109
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or FEAFN1102 or HISOC1005 or HISOC1312 or INDOL1002 or INDSL1001) (At least 30 credit points from BAHIS or BAKIP or BAXDC or HISGL or HISOC or INDOL or INDSL or VCHAT subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAXDC1004 and INDSL1004 and INDSL2109)
ASCED:	090311

Description of the Unit:

This advanced unit will describe and define the patterns of contact between Victorian Aboriginal societies and representatives of outside cultures throughout the nineteenth century. The unit examines and evaluates government policies in relation to Aboriginal people in Victoria throughout this period and explore the motivations and actions of both Aboriginal and non-Aboriginal Victorians in Aboriginal/non-Aboriginal relations. The unit is designed to enable students to examine and critically analyse the scale and nature of contact and conflict between Aboriginal and non-Aboriginal peoples in colonial Victoria. Students will reflect on the differing attitudes of present-day historians, politicians and other public commentators to Australia's settler-colonial history, with specific reference to Victorian Aboriginal history, and relate this understanding to contemporary social and political issues in Victoria.

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

No work experience

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.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Explore and appraise themes of conflict, conciliation and mediation in Victorian Aboriginal historiography

K2. Identify and evaluate research methods and approaches associated with Victorian Aboriginal historiography

K3. Describe and distinguish key theoretical perspectives, positions and debates in Victorian Aboriginal historiography

Skills:

S1. Critically analyse a range of historical perspectives and materials in Victorian Aboriginal history

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 historical and contemporary debates concerning Victorian Aboriginal history

A2. Apply relevant conceptual and theoretical frameworks to issues and debates in Victorian Aboriginal historiography

A3. Integrate the analysis and interpretation of a range of materials to communicate an informed understanding of Victorian Aboriginal history

Unit Content:

- Introduction to Victorian Aboriginal historiography
- Early contacts with outside cultures
- Initial responses and reactions to the settler-colonists
- Patterns of contact and conflict
- Frontier violence in colonial Victoria
- Aboriginal people working on the "frontier"
- The Port Phillip Protectorate
- Aboriginal people on the Victorian goldfields
- Government policies in the mid to late nineteenth century
- Aboriginal responses to government policies

- Missions and reserves
- Aboriginal heroes of the Victorian frontier

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • 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.	Not applicable	Not applicable
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: • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	Not applicable	Not applicable
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: • 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.	Not applicable	Not applicable
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: • 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.	Not applicable	Not applicable

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: • 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.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Draft introduction and summaries of sources to be utilised for research paper or poster	Introduction and summaries	15–30%
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%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Presentation (with accompanying notes/summary) on a topic or question related to course content, including bibliography with annotations.	Presentation	30–40%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool