

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	VICTORIAN ABORIGINAL HISTORY 1800-1900
Course ID:	INDSL3109
Credit Points:	15.00
Prerequisite(s):	(BAKIP1001 or BAXDC1002 or FEA FN1102 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 Course:

This advanced course will describe and define the patterns of contact between Victorian Aboriginal societies and representatives of outside cultures throughout the nineteenth century. The course 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 course 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: Student is not undertaking work experience in industry.

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	■	■	■	■	■	■
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

Course Content:

Topics may include:

- 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

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 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, 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.	S2, A1	AT2
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, K3, S1, S3, A1	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.	K3, 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.	A1	AT2, AT3

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](#)