Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: STORIES OF COMMUNITIES: (RE)DISCOVERING THE VOICELESS

Course ID: ATSGC3566

Credit Points: 15.00

Prerequisite(s): (Two Intermediate (Level 2000) History Courses)

Co-requisite(s): Nil

Exclusion(s): (ATSGC2566)

ASCED Code: 090305

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td>5</td>
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<tr>
<td>Level</td>
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<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Understand and utilise the history of the landscape, people and institutions in a specific community or region

K2. Appraise key debates, issues and perspectives informing the research and presentation of public or community history

K3. Identify the reasons why communities write their histories and critically analyse the role of professional historians

Skills:

S1. Research topics relevant to the history of a specific community or region

S2. Formulate a viable research question on community history, and identify a central focus for research

S3. Present a logically structured and substantiated argument for a specified audience


Application of knowledge and skills:

A1. Utilise, integrate and apply relevant conceptual frameworks in the development and presentation of research
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A2. Apply higher order skills in critical thinking to key debates, issues and perspectives on public or community history

A3. Position research project in relation to different scholarly approaches on researching and presenting community history.

Course Content:
Topics may include:

- Defining popular and community-based history
- Community history and locality
- Preparing historical displays and exhibitions
- Kooris and community history
- Oral history
- Photographic Interpretation
- Material culture — reading the landscape
- Heritage Trails
- Writing community history
- Community history and heritage

Values and Graduate Attributes:

Values:

V1. Develop understanding of the traditional historical record and efforts to uncover the histories of ordinary men and women.

V2. Appreciate the diverse range of research methods which can be utilized in writing community-based history.

V3. Develop understanding of the connection to the past and its relevance for those in the present.

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students develop their abilities to identify and understand scholarly approaches to researching and presenting history</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Students develop skills in independent research and analysis</td>
<td>High</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Students submit assessment tasks which are designed for a community audience.</td>
<td>Medium</td>
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<tr>
<td>Social Responsibility</td>
<td>Students develop their understanding of traditional historical processes and efforts to uncover the lives of ordinary people who are not well represented in these records.</td>
<td>Medium</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, S1, S2, S4 A1</td>
<td>Formulation of a viable independent research proposal, including contextual information. Identification and utilisation of relevant evidence and integration of key conceptual frameworks at an advanced level.</td>
<td>Independent proposal</td>
<td>25-40%</td>
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<tr>
<td>K1, S1, S3, S4, A1</td>
<td>Advanced level research and writing skills, construction of display using relevant evidence and demonstrating understanding of key conceptual frameworks.</td>
<td>Independent Exhibition Panel</td>
<td>25-30%</td>
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<tr>
<td>K1, K2, K3 S1, S3, S4, A1, A2, A3</td>
<td>Advanced level research and writing skills, construction of an informed, sustained and substantiated argument using relevant evidence. Integration of analysis, synthesis and evaluations of issues, debates and scholarly perspectives on community history and positioning argument in relation to these approaches.</td>
<td>Interrogative Research Essay</td>
<td>30-50%</td>
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Adopted Reference Style:

Chicago