

# 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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

## 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
- S4.** Collect and record required information based largely on self-selected primary source material from documentary book collections, archival, rare book, microfiche and microfilm collections and web-based sources.

### 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:

Attribute	Brief Description	Focus
Continuous Learning	Students develop their abilities to identify and understand scholarly approaches to researching and presenting history	High
Self Reliance	Students develop skills in independent research and analysis	High

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Attribute	Brief Description	Focus
Engaged Citizenship	Students submit assessment tasks which are designed for a community audience.	Medium
Social Responsibility	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.	Medium

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, S1, S2, S4 A1	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.	Independent proposal	25-40%
K1, S1, S3, S4, A1	Advanced level research and writing skills, construction of display using relevant evidence and demonstrating understanding of key conceptual frameworks.	Independent Exhibition Panel	25-30%
K1, K2, K3 S1, S3, S4, A1, A2, A3	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.	Interrogative Research Essay	30-50%

## Adopted Reference Style:

Chicago