

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	AUSTRALIAN HISTORY
<b>Course ID:</b>	BAHIS3001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAKIP1001 or INDSL1001 or BAXDC1002 or HISOC1005 or HISOC1312) (At least 30 credit points from BAHIS or BAKIP or HISGL or HISOC or HISSG or INDSL subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2569 and ATSGC3569 and BAHIS2001 and HISGL2100)
<b>ASCED:</b>	090305

## Description of the Course:

Australia is the last continent to have been colonised by Europeans, but it is also home to the world's longest surviving peoples and cultures. This course examines European attempts to construct a new society on the lands of Australia's first peoples. It explores how successive waves of immigrants, both European and non-European, introduced new ideas, institutions and technologies in their ongoing attempts to make the continent their own. This course examines the history of Australia through the origins and contexts of critical debates in Australia's history and their impact on the contemporary social, political and cultural landscape. It will also trace the influence of transnational trends and developments on domestic events and processes, as well as to the reciprocal effects Australian developments have had internationally. This course introduces students to key historical and historiographical themes and debates in Australian history and equips them with the knowledge and skills to act as informed and ethical citizens in twenty-first century Australia.

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

**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.** Account for the major events, trends and developments and political debates that have shaped Australian history since 1788.
- K2.** Explore interrelationships and critically analyse local, national and international events, trends and developments.
- K3.** Critically examine the social, cultural, political, economic and geographic factors that have shaped the Australian experience, historically and today.

#### Skills:

- S1.** Reflect critically on key themes and debates in Australian history and historiography and examine their impact on the contemporary social, cultural and political landscape of Australia.
- S2.** Locate, appraise and analyse primary and secondary sources relating to Australian history and historiography and critically examine their application in historical research.
- S3.** Express informed and substantiated arguments and analysis in relation to key themes and debates in Australian history and historiography.

#### Application of knowledge and skills:

- A1.** Identify connections and/or tensions between events, issues, concepts, themes and debates in Australian history and historiography.
- A2.** Engage in discussion, debate and critical analysis concerning key themes and debates in Australian history and historiography.
- A3.** Appraise and apply historical methods and approaches to analyse events, issues, themes and debates in Australian history and historiography.

#### Course Content:

Topics may include:

- In the Beginning: Terra Australis Incognita
- European invasion, Indigenous resistance
- Convictism and the end of transportation
- The gold rushes, Eureka and Australian democracy
- Colony to nation: Federation and White Australia
- Australia as the social laboratory of the world
- World War I, conscription and the ANZAC legend
- The Great Depression, World War II and post-war reconstruction
- Communism and conservatism in Cold War Australia
- The swinging sixties and the new social movements
- Reinventing Australia: Indigenous rights and multiculturalism
- A reconciled republic? Keating, Howard and the anti-rights backlash
- Globalisation, neoliberalism and the GFC
- Climate change, asylum seekers and contemporary Australian crises.

- Development of Australian welfare and justice regimes

**Values:**

- V1.** Develop an informed understanding of Australian history and its relationship to contemporary social, cultural and political debates since 1788, including settler Australias relations with Australias first peoples, the region and the wider world
- V2.** Recognise the ongoing impacts of settler colonialism and immigration in Australia
- V3.** Value the contributions of Aboriginal and Torres Strait Islander peoples and non-European immigrants to Australian history and historiography since 1788.

**Graduate Attributes**

The Federation University FedUni 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, K2, K3	AT 2, AT 3
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.	K2, S1, S2, S3, A1, A2	At 3
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, K2, K3, S3, A1, A2	At 2, At 3
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.	K1, K2, K3, A2	At 1, AT 3
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.	K3, S1, S3, A1, A2	At 1, At 3

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Weekly activities and journal entry discussing key theoretical themes content as pertaining to contemporary Australian social, cultural or political debates	Course preparation and participation	15-30%
K1, K3, S1, S2, A1, A3	A proposed research topic on a selected topic or event, accompanied by a literature review and a draft essay plan	Research proposal, annotated bibliography and essay plan	30-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S1, S2, S3, A1, A2, A3	A research essay on a selected event, issue, theme or debate in Australian history within the context of a coteremporary Australian social, cultural or political debate	Research essay	35-50%

**Adopted Reference Style:**

Other (APA, Australian or Chicago )

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)