

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	INDIGENOUS HISTORY
<b>Course ID:</b>	BAXDC1002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(INDOL1002)
<b>ASCED:</b>	090311

## Description of the Course :

This course is designed to enable students to describe and define the patterns of contact between Australian Aboriginal societies and representatives of outside cultures throughout the eighteenth and nineteenth centuries. The course examines both negative and positive aspects of government policymaking in relation to Aboriginal people in Australia throughout this period and explores the motivations and actions of Aboriginal people in Aboriginal/non-Aboriginal relations. The course also appraises the scale and nature of early contact between Aboriginal and non-Aboriginal peoples in Australia and evaluates the differing attitudes of Aboriginal and non-Aboriginal historians, politicians and other public commentators towards this period in Australia's settler-colonial history.

**Grade Scheme:** Graded (HD, D, C, etc.)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**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.** Develop awareness of schools of theory in contact history;
- K2.** Recognise and apply basic research methods associated with Aboriginal history;
- K3.** Identify and consider themes of conflict, conciliation and mediation in Australian frontier historiography.

#### Skills:

- S1.** Critically analyse historical perspectives;
- S2.** Locate, evaluate and utilise peer-reviewed materials in the humanities and social sciences;
- S3.** Develop skills in independent research, writing and editing.

#### Application of knowledge and skills:

- A1.** Communicate an understanding of key theories and concepts in Aboriginal history;
- A2.** Engage sensitively and constructively with historical and contemporary debates concerning Aboriginal history;
- A3.** Critically evaluate literature and concepts in Aboriginal history.

#### Course Content:

Topics may include:

- Introduction: History, historiography and the Aboriginal great tradition
- First contacts: Colliding traditions
- Conflict on the moving frontier
- Aboriginal guides and the settler-colonial exploration of Australia
- Missions and reserves: Hope and frustration
- Race, social evolutionism and Australia's northern frontiers
- Destruction and accommodation: Working for the settler-colonists
- Under the Act (government policy)
- The fight for formal equality
- More than citizens: The fight for Indigenous rights
- The unfinished business of reconciliation

#### Values:

- V1.** Appreciate the complexity and diversity of Australia's settler-colonial history;
- V2.** Develop an understanding of past policies in relation to settler-colonisation;
- V3.** Recognise the ongoing impacts of early contact in contemporary settler-colonial Australia.

#### 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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, S1, S2, S3, A2	A	AT1, AT3	A
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.	N/A	N/A	N/A	N/A
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, A1, A2, A3	A	AT1, AT3	A
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.	S3, A1, A2	B	AT1, AT2, AT3	B
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.	N/A	N/A	N/A	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, A1, A2, A3	Critical reflection on course materials	Written reflections	20-35%
K1, K2, K3, S1, S2, S3, A1, A3	Location and appraisal of peer-reviewed sources	Annotated bibliography	25-40%
K2, K3, S1, S2, S3, A1, A2, A3	Development and presentation of a research-based argument	Research essay or poster	35-45%

### Adopted Reference Style:

APA