Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: VICTORIAN ABORIGINAL HISTORY 1880-1900
Course ID: BAXDC1004
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): (INDSL1004)
ASCED Code: 090311
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Describe schools of theory in contact history;
K2. Appraise research methods associated with Aboriginal history
K3. Review colonial Victorian frontier history themes; conflict, conciliation and mediation

Skills:

S1. Practice historical critical analysis on a range of documents;
S2. Utilize library skills to locate, evaluate and use peer-reviewed materials in the humanities & social sciences;
S3. Utilize group skills for applied history projects
S4. Conduct independent editing work
S5. Undertake scholarly research presentations
S6. Locate historical records in research and archival centres.

Application of knowledge and skills:

A1. Critically evaluate Aboriginal history literature and concepts
A2. Prepare a mini poster using Federation University Style conventions
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A3. Communicate key Aboriginal history principles and concepts
A4. Contribute to group activity

Course Content:
Topics may include:

- C19th frontier contact history in Victorian Aboriginal societies
- Victorian Colonial attitudes
- Government policies toward Victorian Aboriginals during the nineteenth century
- Actions and motives of individual Victorian Aboriginals in Aboriginal/non-Aboriginal relations
- Differing attitudes of historians and politicians to Australia’s frontier history, with specific reference to Victorian Aboriginal history.

Values and Graduate Attributes:

Values:

V1. Engender an understanding of the legacy that exists from the Colonial past;
V2. Develop an awareness of past policies;
V3. Value shared cultural histories;
V4. Appreciation of the richness of Victorian Aboriginal history.

Graduate Attributes:

Graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students have developed an understanding and set of skills to commence the development of sustainable life-long learning</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students are self-directed and take responsibility for their own learning</td>
<td>Low</td>
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<tr>
<td>Capable, flexible and work ready</td>
<td>Students engage in collegial discussions and provide peer review</td>
<td>Low</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students demonstrate a capacity to critique written and visual representations of social justice and ethical issues in the wider community</td>
<td>Medium</td>
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Learning Task and Assessment:
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<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K3, S2, A1, A2</td>
<td>Critical analysis of lectures and reading.</td>
<td>Essay</td>
<td>20- 30%</td>
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<tr>
<td>K2, S1, S3, S4, S6, A3</td>
<td>Written article summaries</td>
<td>Summaries of 5 peer reviewed articles</td>
<td>30-40%</td>
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<td>K2, S1, S2, S5, S6, A2, A3, A4</td>
<td>Participation in a group project (Group work dynamics, specialised research, poster design and informative text for specific audience)</td>
<td>Group presentation and mini academic poster</td>
<td>30-40%</td>
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**Adopted Reference Style:**

APA