

Course Outline (Higher Education)

School:	School of Arts
Course Title:	MYTHS & MASSACRES: THE HISTORIOGRAPHY OF VIOLENCE
Course ID:	BAXDC3108
Credit Points:	15.00
Prerequisite(s):	(BAXDC1002 or FEA FN1102 or INDOL1001 or BAKIP1001) (At least 30 credit points from HEALT or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAXDC2108 and INDSL3108)
ASCED:	090311

Description of the Course:

This course explores the evidence relating to killings of Aborigines by Europeans and considers the interpretations which historians have placed on this evidence. The parts played by oral accounts, written records, demographic data and physical evidence in the reconstruction of past events will be examined. The relationship between historical accounts of past atrocities and the meaning and process of Reconciliation with Indigenous Australia is considered. The various positions presented in current debates concerning the meaning, purpose and accuracy of historical accounts of massacres will be reviewed.

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

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.** Explore historiography as it relates to the interpretation of materials concerning past violence between the Indigenous people of Australia and British and other European immigrants;
- K2.** Acquire knowledge of contesting theories concerning demographic change amongst Indigenous Australians;
- K3.** Understand how interpretation of historical writing and/or materials recording past events expresses current political viewpoints;
- K4.** Investigate Indigenous perceptions of the meaning of reconciliation;
- K5.** Examine how sites of past conflict can have meaning for all Australians and how they may be preserved or marked.

Skills:

- S1.** Identify and apply different theories in assessing the importance of historical records to Indigenous and non-Indigenous Australians;
- S2.** Assess the contribution to historical understanding of oral tradition;
- S3.** Analyse political, social, cultural and economic motives which may influence national leaders;
- S4.** Use problem solving, time management, and oral and written communication skills to complete learning tasks.

Application of knowledge and skills:

- A1.** Critically evaluate Myths and Massacres historiography, literature and concepts
- A2.** Participate in public discourse and debate, adopting appropriate academic conventions
- A3.** Present ones views on key Myths and Massacres in verbal and written form in tutorial discussions and in sustained academic writing, demonstrating mastery of academic conventions and techniques

Course Content:

Topics may include:

- Analysis of theories of intercultural relations;
- Analysis of accounts and evidence of specific incidents of violence;
- Discussion of the meaning of the term massacre;
- Investigation of how interpretations of the past have relevance to Indigenous identity and notions of Australias heritage;

- Consideration of the appropriateness and manner of commemorating historical sites associated with intercultural violence;
- Consideration of the political context including ideologies in interpreting past events; and
- Discussion of the meaning and importance of reconciliation.

Values:

- V1.** Give consideration to the importance of understanding the significance of places associated with violent clashes and accounts of those clashes in establishing personal and group identity for people today;
- V2.** Reflect on the degree of importance placed on accuracy or precision in reconstructing an event, as opposed to the significance of the event, even if some facts are obscured;
- V3.** Value human rights and consider the range of measures which can be used to uphold them; and
- V4.** Practise tolerance and be prepared to listen to alternative points of view.

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, K4, K5, S1, S2, S3, A1	AT1, AT2, AT3
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.	S1, S3, A3	AT2
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.	K3, K4, K5, S3, A2	AT1, AT2, AT3
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.	K2, A4, A3	AT1, AT2
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.	S3, A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, K5, S2, A3	Research, analysis and summarising of documentaries/AV programs which discuss frontier massacres in Australia	4 x critical analysis reviews	10-30%
K1, K2, K4, K5, S1, S3, S4, A1, A2, A3	Participate in a group project investigation (Group work dynamics, specialised research, academic report design and editing)	Group Oral Presentation and Group academic report	30-50%
K3, K4, S1, S3, A1, A3	Analysis, research, drafting and editing of a piece of academic writing	Research Essay	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)