Course Outline (Higher Education)

**School / Faculty:** Faculty of Education and Arts

**Course Title:** FROM THE COAST TO THE OUTBACK

**Course ID:** HISOC2001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED Code:** 090399

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

**Program Level:**

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td>Introductory</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>✓</td>
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<tr>
<td>Advanced</td>
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**Learning Outcomes:**

**Knowledge:**

**K1.** Explore historical processes that have framed contemporary Australian society

**K2.** Investigate, discuss, analyse and write critically about the issues that affect Australian history and impact on Australian society in the present day

**K3.** Examine understandings of national identity developed through the changes in landscape

**Skills:**

**S1.** Apply the historical method as a way of developing a critical understanding of issues about Australian society and Australian history

**S2.** Position the ‘self’ in a reflexive way to gain historical perspectives

**S3.** Reflect critically on personal learning experiences

**S4.** Develop presentation skills that make historical and Australian studies ideas accessible

**Application of knowledge and skills:**

**A1.** Research and critically reflect on issues of Australian history particularly throughout regional Australia

**A2.** Articulate a historical analysis of key issues facing students’ local communities
Course Outline (Higher Education)

HISOC2001 FROM THE COAST TO THE OUTBACK

A3. Participate in debate around key local issues of regional history and identity
A4. Employ fieldwork and a range of relevant sources within the field of Australian history in gaining insight into past and current events that have shaped contemporary Australia

Course Content:

The course may cover the following topics in detail:

- What is Australian History?
- The City and the Bush
- Land and Climate
- Changing landscape: a goldfields study
- European and Indigenous relations
- Dimensions of a sociological imagination:
  - Historical
  - Cultural
  - Structural
  - Critical
- Analysis of historical issues:
  - Inequality
  - Rurality
  - Access and Equity
  - Gender
  - Development
  - Capital Formation
  - Winners and Losers
- Reflexive practice

Values and Graduate Attributes:

Values:

V1. Understand issues about Australian history in an informed and critical way
V2. Develop a capacity to position ‘self’ in our understandings of contemporary Australian Society in an historical context
V3. Take an informed and objective equity base approach to understanding Australian society

Graduate Attributes:

FedUni 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>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students focus on reflection and engagement with the social world of students which should encourage learning based on personal engagement</td>
<td>High</td>
</tr>
<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students manage their own learning, conduct research and engage in activity</td>
<td>Medium</td>
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<td>Capable, flexible and work ready</td>
<td>Students explore local issues and critically examine them</td>
<td>High</td>
</tr>
<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students will seek to understand local issues and understand ‘who wins and who loses’. There is a focus on understanding inequality</td>
<td>High</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1-K3, S1-S4, A1-A4</td>
<td>Participation in workshop activity including discussion, reflection, research and group work</td>
<td>Workshop participation and a summary of personal and group learning in each session</td>
<td>15-20%</td>
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<tr>
<td>K3, S3, S4, A2, A4</td>
<td>Maintain a reflective journal during fieldwork experience that considers differences between urban and ‘bush’ environments, meanings of engagement with historical ideas and concepts and how this experience will change understandings of the world</td>
<td>Reflective Journal</td>
<td>40-50%</td>
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<tr>
<td>K1-K3, S1-S2, A1-A4</td>
<td>Develop a case study of one historical issue which was seen as important in framing Australian identity.</td>
<td>Case Study</td>
<td>20-30%</td>
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<tr>
<td>K1-K3, S1-S2, S5, A1-A4</td>
<td>Present the case study in a way which is publically accessible, this may be an oral presentation, poster, etc.</td>
<td>Presentation</td>
<td>10-20%</td>
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Adopted Reference Style:

APA