Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts

Course Title: RESEARCHING THE PAST: (RE) DISCOVERING THE VOICELESS

Course ID: HISOC2566

Credit Points: 15.00

Prerequisite(s): (One Introductory (Level 1000) History Course)

Co-requisite(s): Nil

Exclusion(s): (ATSGC2566 and ATSGC3566 and HISOC3566)

ASCED Code: 090305

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

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Demonstrate understanding of the history of the landscape, people and institutions in a specific community or region

K2. Appraise key debates, issues and perspectives informing the research and presentation of public or community history

K3. Identify the reasons why communities write their histories and analyse the role of professional historians.

Skills:

S1. Research topics relevant to the history of a specific community or region

S2. Formulate a research question on community history, and identify a central focus for research

S3. Present a logically structured and substantiated argument for a specified audience


Application of knowledge and skills:
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A1. Utilise and integrate relevant conceptual frameworks in the development and presentation of research

A2. Position research project in relation to different scholarly approaches on researching and presenting community history.

Course Content:

Topics may include:

- Defining popular and community-based history
- Community history and locality
- Preparing historical displays and exhibitions
- Kooris and community history
- Oral history
- Photographic Interpretation
- Material culture — reading the landscape
- Heritage Trails
- Writing community history
- Community history and heritage

Values and Graduate Attributes:

Values:

V1. Develop understanding of the traditional historical record and efforts to uncover the histories of ordinary men and women.

V2. Appreciate the diverse range of research methods which can be utilized in writing community-based history.

V3. Develop understanding of the connection to the past and its relevance for those in the present.

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students develop their abilities to identify and understand scholarly approaches to researching and presenting history.</td>
<td>High</td>
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<tr>
<td>Self Reliance</td>
<td>Students develop skills in independent research and analysis.</td>
<td>High</td>
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</tr>
</thead>
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<tr>
<td>Engaged Citizenship</td>
<td>Students submit assessment tasks which are designed for a community audience.</td>
<td>Medium</td>
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<tr>
<td>Social Responsibility</td>
<td>Students develop their understanding of traditional historical processes and efforts to uncover the lives of ordinary people who are not well represented in these records.</td>
<td>Medium</td>
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</table>

Learning Task and Assessment:

<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, S1, S2, S4, A1</td>
<td>Formulation of an supported research proposal, including contextual information. Identification and utilisation of relevant evidence and integration of key conceptual frameworks at intermediate level.</td>
<td>Supported Proposal</td>
<td>25-40%</td>
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<tr>
<td>K1, S1, S3, S4, A1</td>
<td>Intermediate level research and writing skills, construction of display using relevant evidence and demonstrating understanding of key conceptual frameworks.</td>
<td>Supported Exhibition Panel</td>
<td>25-30%</td>
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<tr>
<td>K1, K2, K3, S1, S3, S4, A1, A2</td>
<td>Intermediate level research and writing skills, construction of an informed and substantiated argument using relevant evidence. Integrating synthesis and evaluations of issues, debates and scholarly perspectives on community history and positioning argument in relation to these approaches.</td>
<td>Research Essay</td>
<td>30-50%</td>
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Adopted Reference Style:

Chicago