Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: VICTORIAN ABORIGINAL HISTORY 1800-1900

Course ID: INDSL1004

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 090311

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>Level</td>
</tr>
<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. 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
A3. Communicate key Aboriginal history principles and concepts
A4. Contribute to group activity
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INDSL1004 VICTORIAN ABORIGINAL HISTORY 1800-1900

Course Content:
Topics may include:
- 19th 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:

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<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students have developed an understanding and set of skills to commence the development of sustainable life-long learning.</td>
<td>High</td>
</tr>
<tr>
<td>Self Reliance</td>
<td>Students are self-directed and take responsibility for their own learning</td>
<td>Low</td>
</tr>
<tr>
<td>Engaged Citizenship</td>
<td>Students engage in collegial discussions and provide peer review</td>
<td>Low</td>
</tr>
<tr>
<td>Social Responsibility</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:

<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, S2, A1, A2</td>
<td>Critical appreciation of lectures and reading.</td>
<td>TEST</td>
<td>20-30%</td>
</tr>
<tr>
<td>K2, S1, S3, S4, S6, A3</td>
<td>Poster writing skills (researching, drafting and editing)</td>
<td>Introduction of poster &amp; summaries of 5 peer reviewed articles</td>
<td>30-40%</td>
</tr>
<tr>
<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