



# INDG11013 *Introductory Aboriginal & Islander History*

## Term 2 - 2017

Profile information current as at 10/04/2024 09:06 pm

All details in this unit profile for INDG11013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit offers a broad overview of the history of interaction between Aborigines, Torres Strait Islanders, and the wider Australian community from 1788 to the present. It begins by posing questions about what constitutes indigenous history, how should it be written, and by whom. It then surveys pre-colonial Aboriginal and Torres Strait Islander societies, examining among other things western theories and indigenous perceptions of origins, social organisation, social values, kinship, and material culture. It goes on to describe and analyse 'first contact', and conflict on the colonial frontier, before embarking on a critical appraisal of government 'native' policy. The unit examines issues such as the 1960s Equal Pay cases, Land Rights and the 'stolen generations', in their historical context, and traces the emergence of a vigorous indigenous political culture.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

##### Feedback

"I would advise that the creative aspect of assignment 2 was a little difficult to grasp in the beginning" "Direction for topics on the first assignment were a little vague"

##### Recommendation

Assessment task and task description to be revised and further detailed.

#### Feedback from Course Coordinator's reflection.

##### Feedback

Although some updating was undertaken during this year, much of the material in the current study guide remains quite outdated.

##### Recommendation

A major re-write of the course study guide is recommended.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Develop in students a broad knowledge of Aboriginal and Torres Strait Islander history.
2. Foster an unprejudiced understanding of Aboriginal and Torres Strait Islander history and an acceptance of the informed opinions of others.
3. Encourage an understanding of key problems in Aboriginal and Torres Strait Islander history and their elucidation by evidence-based research.
4. Develop the following skills: •i. The ability to explain the significance of historical events and processes relevant to period. •ii. The ability to critique historical interpretations and their applications to contemporary global issues •iii. The ability to understand and use the principle that ethical action and social responsibility are inherent in the study of history and its interpretations •iv. The ability to locate, retrieve organise, analyse and synthesise historical evidence. •v. The ability to develop and communicate cogent historical argument and knowledge in written and oral forms, employing the required referencing methods where necessary •vi. The ability to be self directed and self disciplined, and to show initiative.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 20%	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•
3 - Written Assessment - 40%	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 20%	•	•	•	•		•	•	•		
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

No textbook is required for this course.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Office

## Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [Turabian](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Pamela Croft** Unit Coordinator  
[p.croft@cqu.edu.au](mailto:p.croft@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: <b>Australia's History and Aboriginal and Torres Strait Islander Australians</b> <ul style="list-style-type: none"><li>• The Great Australian Silence</li><li>• A Cult of Forgetfulness</li><li>• History Wars</li><li>• The Aboriginal Voice</li><li>• Torres Strait Islander histories</li></ul>		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: <b>Memories, knowledge &amp; belief in the telling of history</b> <ul style="list-style-type: none"><li>• Aboriginal Peoples' Perceptions of their Origins</li><li>• Scientific Theory and Aboriginal Dreaming</li><li>• Ethnography and Archaeology</li><li>• Torres Strait Islander traditions about their Origins</li></ul>		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: <b>Aboriginal Colonial Engagements to 1840's - Settlement or invasion?</b> <ul style="list-style-type: none"><li>• Aboriginal and Torres Strait Islander contact</li><li>• Torres Strait Islander people – Iberian Engagement</li><li>• Aboriginal people – Dutch Engagement</li><li>• Engagement with Indonesian fishermen</li><li>• Aboriginal people and the British Empire</li></ul>		

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: <b>'First' Engagements</b>		
<ul style="list-style-type: none"> <li>• The [British] 'rule of law'</li> <li>• The 'language of concealment' in the telling of history</li> <li>• Euphemisms in the language of concealment</li> </ul>		

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: <b>Resisting the Invaders - Invasion &amp; Resistance</b>		
<ul style="list-style-type: none"> <li>• Foundations of conflict</li> <li>• The structural violence of colonisation</li> <li>• Introduced Diseases on Aboriginal Resistance</li> <li>• The Native Police</li> </ul>		

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: <b>Behind the Frontiers: Aboriginal Colonial Engagements 1850-1901</b>		
<ul style="list-style-type: none"> <li>• Colonial Theories of Race</li> <li>• Science and Racism</li> <li>• The 'breeding out' of the Australian 'Aborigine'</li> <li>• Living with the Invaders: Accommodation &amp; Change</li> <li>• Aboriginal Workers</li> </ul>		<b>Written Assessment - Portfolio with Annotated Bibliography</b> Due: Week 6 Monday (21 Aug 2017) 11:45 pm AEST

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: <b>Engaging with the settled majority</b>		
<ul style="list-style-type: none"> <li>• Missionaries and Protectionism</li> <li>• The Impact of Christianity on Aboriginal Beliefs</li> <li>• Protectionism &amp; Assimilation: Government policies</li> <li>• Aboriginal reality: The Stolen Generations</li> <li>• Cultural genocide</li> </ul>		

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8: **Torres Strait Islanders and Colonialism**

- Colonial occupation - Administrators
- Traders - Maritime & Pacific Islander crews
- Torres Strait Islanders in the early fishery
- Missionaries and Teachers
- Protectionism
- Teacher - Magistrates

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: <b>A white Australia?</b>		
• Prejudice and skin colour		
• Immigration Restriction Act 1901		
• Pacific Island Labourers Act 1901		
• Welfare rights for Aboriginal & Torres Strait Islander Australians		
• Constructing the national Self and Other		
		<b>Written Assessment - Positional pieces</b> Due: Week 9 Friday (15 Sept 2017) 11:45 pm AEST

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: <b>Australian Aboriginal and Torres Strait Islander civil rights movement</b>		
• Breaking down the barriers		
• The war experience		
• Equal pay		
• Mining, Pastoralist's and Land rights		
• Self-determination as Government policy		

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: <b>Reconciliation: Can we reconcile?</b>		
• Constitutional change, Sovereignty & Treaty		
• Interventions		

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Written Assessment - Academic Essay</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

**Review/Exam Week - 09 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 16 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Contact Details -

Course Coordinator and lecturer: **Dr Pamela Croft**

Phone: **4150 7703** or 4930 6952

Email: **p.croft@cqu.edu.au**

## Assessment Tasks

### 1 Written Assessment - Portfolio with Annotated Bibliography

#### Assessment Type

Portfolio

#### Task Description

During weeks one to five, you are to build a personal weekly portfolio of two relevant resources that you have located and researched for each week's topic.

To complete this assessment task, do as follows:

- For each week, locate and read/ view/ listen to two resources (1 Aboriginal or Torres Strait Islander authored & 1 Mainstream authored) that are relevant to that week's topic (do not include any of the set unit material or readings).
- The resources can include journal articles, books, video clips, audio podcasts, reports, newspaper articles, substantial and informed blog postings.
- At least one resource should be located through CQUniversity Library's online scholarly journal databases, or in the general collection of books and reports.
- You can use the web to search for and find one other resource for each week.
- Read, compare and evaluate each resource; write a brief summary (150 words) describing what the resource is about and how it is relevant to the weekly topic.
- In the summary provide a personal viewpoint.

Before submitting your assignment in Week 6, ensure that all your resources are collated into one Portfolio document. Include at the beginning *the Cover and Criteria sheet* found in Assessment block of the Moodle site. Then list your portfolio items in the following order: Week number. Full reference for first resource. Summary describing first resource. Full reference for second resource. Summary describing second resource. (Repeat this for each of the five weeks - when the task is complete, you should have ten resources listed and summarised in your portfolio).

#### Assessment Due Date

Week 6 Monday (21 Aug 2017) 11:45 pm AEST

#### Return Date to Students

Week 9 Friday (15 Sept 2017)

#### Weighting

20%

#### Assessment Criteria

The marking criteria for this assessment task include the following:

- Resources are relevant to weekly topics.
- The summary describing each resource indicates the contribution that it makes to understanding the relevant weekly topic.
- An accurate reference is provided for each individual resource.
- The required ten resources are included.
- Presentation demonstrates academic standards (including spelling, grammar, document formatting, line spacing, page margins, and so on).

#### Referencing Style

- [Harvard \(author-date\)](#)
- [Turabian](#)

#### Submission

Online

### Submission Instructions

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

### Learning Outcomes Assessed

- Develop in students a broad knowledge of Aboriginal and Torres Strait Islander history.
- Foster an unprejudiced understanding of Aboriginal and Torres Strait Islander history and an acceptance of the informed opinions of others.
- Encourage an understanding of key problems in Aboriginal and Torres Strait Islander history and their elucidation by evidence-based research.
- Develop the following skills:
  - i. The ability to explain the significance of historical events and processes relevant to period.
  - ii. The ability to critique historical interpretations and their applications to contemporary global issues
  - iii. The ability to understand and use the principle that ethical action and social responsibility are inherent in the study of history and its interpretations
  - iv. The ability to locate, retrieve organise, analyse and synthesise historical evidence.
  - v. The ability to develop and communicate cogent historical argument and knowledge in written and oral forms, employing the required referencing methods where necessary
  - vi. The ability to be self directed and self disciplined, and to show initiative.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment - Positional pieces

### Assessment Type

Written Assessment

### Task Description

Choose a contested event or period from Australian history that deals with Aboriginal and/ or Torres Strait Islander people or communities and write two positional pieces (700-750 words each) to contrast opposing perspectives about your chosen event.

Possible options *may* include:

- Stolen Generations
- Terra Nullius
- Tent Embassy, Canberra
- Negotiated option

While researching the historical event thoroughly, you are to gather evidence from various perspectives, identifying contradictory, supportive and /or counter arguments relating to the event or historical period. You are then to write the **two (2) positional pieces** that present alternative perspectives of the historical event or period as revealed through your research.

The two positional pieces you choose **could** include any combination of the following:

- Letter to the editor
- News article
- Diary account
- Blog posting

The aim of the task is to show contrasting perspectives on a single historical event or period. While the assessment task could be written in the first person (where appropriate for the genre) and may be creative, fictitious pieces of writing, both pieces must be based on historical evidence and as such you must include the sources that you have drawn on to inform your writing.

\*You may use either the [Harvard](#) or [Turabian](#) system of referencing (use one only, do not mix them).

### Assessment Due Date

Week 9 Friday (15 Sept 2017) 11:45 pm AEST

### Return Date to Students

Monday (25 Sept 2017)

### Weighting

40%

## Assessment Criteria

The marking criteria for this assessment task are as follows:

- Demonstrates an informed understanding of the historical event chosen as the topic for this assignment.
- Provides a fair representation of two opposing or contrasting perspectives on the relevant historical event.
- The information used is accurate and based on reliable and verifiable sources.
- Sources acknowledged; makes correct use of referencing (consistently uses either the Turabian or Harvard system).
- A minimum of six relevant sources have been drawn on in this assignment, as demonstrated by the bibliography or list of references.
- Presentation demonstrates academic standards and scholarship (in terms of spelling, grammar, paragraph and page formatting, line spacing, and so on).

## Referencing Style

- [Harvard \(author-date\)](#)
- [Turabian](#)

## Submission

Online

## Submission Instructions

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

## Learning Outcomes Assessed

- Develop in students a broad knowledge of Aboriginal and Torres Strait Islander history.
- Foster an unprejudiced understanding of Aboriginal and Torres Strait Islander history and an acceptance of the informed opinions of others.
- Encourage an understanding of key problems in Aboriginal and Torres Strait Islander history and their elucidation by evidence-based research.
- Develop the following skills: •i. The ability to explain the significance of historical events and processes relevant to period. •ii. The ability to critique historical interpretations and their applications to contemporary global issues •iii. The ability to understand and use the principle that ethical action and social responsibility are inherent in the study of history and its interpretations •iv. The ability to locate, retrieve organise, analyse and synthesise historical evidence. •v. The ability to develop and communicate cogent historical argument and knowledge in written and oral forms, employing the required referencing methods where necessary •vi. The ability to be self directed and self disciplined, and to show initiative.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Written Assessment - Academic Essay

### Assessment Type

Written Assessment

### Task Description

Select ONE (1) of the topics below and write an academic essay of 1500 words.

#### Topics:

1. Why did state governments in the first half of this century remove Aboriginal children from their parents? What effect did such practices have on the children themselves and on Aboriginal communities more generally?
2. What is Australia's history? Who should write it? Who should tell it? What is its influence in contemporary Australian society?
3. Should Australia change the constitution to acknowledge Aboriginal and Torres Strait islander people as the First Nation Peoples and should a Treaty be made?

\*You may use either the Harvard or Turabian system of referencing (use one only, do not mix them).

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

**Weighting**

40%

**Assessment Criteria**

The marking criteria for this assessment task include:

- Demonstrates a critical understanding of the historical events and circumstances relevant to the chosen assignment topic.
- Discussion draws on relevant course material and resources as well as on independently-sourced material.
- The information used is accurate and based on reliable sources.
- A minimum of six relevant sources have been drawn upon in this assignment, as demonstrated by the bibliography or list of references.
- Sources are properly acknowledged within the document. Correct and consistent use of referencing (uses either the Turabian or Harvard system).
- Presentation demonstrates academic standards and scholarship (spelling, grammar, paragraph and page formatting, line spacing, and so on).

**Referencing Style**

- [Harvard \(author-date\)](#)
- [Turabian](#)

**Submission**

Online

**Submission Instructions**

Your assignment should begin with the Cover and Criteria sheet attached in Assessment block of the Moodle site.

**Learning Outcomes Assessed**

- Develop in students a broad knowledge of Aboriginal and Torres Strait Islander history.
- Foster an unprejudiced understanding of Aboriginal and Torres Strait Islander history and an acceptance of the informed opinions of others.
- Encourage an understanding of key problems in Aboriginal and Torres Strait Islander history and their elucidation by evidence-based research.
- Develop the following skills: •i. The ability to explain the significance of historical events and processes relevant to period. •ii. The ability to critique historical interpretations and their applications to contemporary global issues •iii. The ability to understand and use the principle that ethical action and social responsibility are inherent in the study of history and its interpretations •iv. The ability to locate, retrieve organise, analyse and synthesise historical evidence. •v. The ability to develop and communicate cogent historical argument and knowledge in written and oral forms, employing the required referencing methods where necessary •vi. The ability to be self directed and self disciplined, and to show initiative.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem