INDG11013 *Introductory Aboriginal & Islander History*

Term 2 - 2018

Profile information current as at 12/10/2024 02:15 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 - 2018

- 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 Have Your say

Feedback

Assignments taking too long to be returned.

Recommendation

There will be a new full-time UC in place for 2018, and assessment will be returned in a timely manner.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

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

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 unit.

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

Mary-Frances O'Dowd Unit Coordinator
mf.odowd@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: **Australia's History and Aboriginal and Torres Strait Islander Australians** • The Great Australian Silence • A Cult of Forgetfulness • History Wars • The Aboriginal Voice • Torres Strait Islander histories		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: **Memories, knowledge & belief in the telling of history** • Aboriginal Peoples' Perceptions of their Origins • Scientific Theory and Aboriginal Dreaming • Ethnography and Archaeology • Torres Strait Islander traditions about their Origins		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: **Aboriginal Colonial Engagements to 1840's - Settlement or invasion?** • Aboriginal and Torres Strait Islander contact • Torres Strait Islander people – Iberian Engagement • Aboriginal people – Dutch Engagement • Engagement with Indonesian fishermen • Aboriginal people and the British Empire		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: **'First' Engagements** • The [British] 'rule of law' • The 'language of concealment' in the telling of history • Euphemisms in the language of concealment		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: **Resisting the Invaders - Invasion & Resistance** • Foundations of conflict • The structural violence of colonisation • Introduced Diseases on Aboriginal Resistance • The Native Police		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: **Behind the Frontiers: Aboriginal Colonial Engagements 1850-1901** • Colonial Theories of Race • Science and Racism • The 'breeding out' of the Australian 'Aborigine' • Living with the Invaders: Accommodation & Change • Aboriginal Workers		**Written Assessment - Portfolio with Annotated Bibliography** Due: Week 6 Monday (20 Aug 2018) 11:45 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: **Engaging with the settled majority** • Missionaries and Protectionism • The Impact of Christianity on Aboriginal Beliefs • Protectionism & Assimilation: Government policies • Aboriginal reality: The Stolen Generations • Cultural genocide		

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

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 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: **A white Australia?** • 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		**Written Assessment - Positional pieces** Due: Week 9 Friday (14 Sept 2018) 11:45 pm AEST

Week 10 - 17 Sep 2018

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

Week 11 - 24 Sep 2018

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

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Written Assessment - Academic Essay Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

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 materials 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 (20 Aug 2018) 11:45 pm AEST

Return Date to Students
Week 8 Monday (3 Sept 2018)

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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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:

- The Great Australian Silence in telling Australia's history.
- Terra Nullius - Settlement or invasion by the British Empire?
- The ‘language of concealment’ in the telling of Australian history.
- The structural violence of the colonisation of Australia.
- The ‘breeding out’ of the Australian ‘Aborigine’.
- Negotiated option with your Unit Coordinator.

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 (14 Sept 2018) 11:45 pm AEST

Return Date to Students
Week 11 Wednesday (26 Sept 2018)

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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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. Critically evaluate the Aboriginal Civil Rights movement in the 1930's and 1940's.
2. Why did state governments in the first half of last century remove Aboriginal children from their parents? What effect did such practices have on the children themselves and on Aboriginal communities more generally?
3. Explain how land has been fundamental in the struggle for Aboriginal and Torres Strait Islander rights. How has the 1992 Mabo decision changed the Land Rights debate?
4. What is Australia's Aboriginal and Torres Strait Islander history? Who should write it? What is its influence in contemporary Australian society?
5. Should Australia change the constitution to acknowledge Aboriginal and Torres Strait islander people as the First Nation Peoples and should a Treaty/ or Treaties 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 (5 Oct 2018) 11:45 pm AEST

Return Date to Students
Exam Week Friday (19 Oct 2018)

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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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