



INDG11013 *Introductory Aboriginal & Islander History*

Term 2 - 2019

Profile information current as at 05/05/2024 01:05 am

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

As you study Aboriginal and Torres Strait Islander history you engage with contemporary theory of settler colonialism and use the critical lens of cultural interface. You engage with key conceptual issues in understanding how history is written (historiography) and how perspective (nationalism and colonialism) shaped so-called Australian history and silenced Aboriginal and Torres Strait Islander histories. You will consider positioning in history writing, and the silencing power and ethical blindnesses of colonial nationalism and hegemony. The unit begins with an overview of pre-colonial Australia and briefly critically engages with western and Indigenous knowledges. It then moves to focus on colonisation from 1788 to the present. It moves systemically from 'first contact' to conflict on the colonial frontier, before embarking on a critical appraisal of government policy and practices imposed on Indigenous people, including Stolen Generations, terra nullius, land rights, the emergence of a vigorous Indigenous political culture, the limits of reconciliation and the goal of treaty.

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 - 2019

- Online

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. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

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 moodle

Feedback

Clarity of and reduction in the assignment questions

Recommendation

The unit assignment questions be re-written.

Unit Learning Outcomes

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

1. Evidence a broad knowledge of Aboriginal and Torres Strait Islander history
2. Critically engage in reflecting on Aboriginal and Torres Strait Islander history and how it was silenced
3. Discuss Aboriginal and Torres Strait Islander history in the context of settler nationalism
4. Explain and critically and ethically reflect •i. on the significance of historical events and processes relevant to period; •ii. on historiography of Aboriginal and Torres Strait Islander history; and •iii. by producing an historical argument (locating, retrieving, organising, analysing and synthesising the argument using required referencing methods) as per the assessment.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	•
2 - Written Assessment - 60%		•	•	•

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	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 40%	•		•	•			•	•		
2 - Written Assessment - 60%	•		•	•			•	•		

Textbooks and Resources

Textbooks

INDG11013

Prescribed

Aboriginal Australians A History Since 1788

4th Edition (2010)

Authors: Richard Broome

Allen & Unwin

Crows Nest , NSW , Australia

ISBN: 9781742370514

Binding: Paperback

Additional Textbook Information

There are 4 editions, purchase the latest edition- 4th Edition. Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Mary-Frances O'Dowd Unit Coordinator

mf.odowd@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 1: Non-Indigenous Australia's Silenced History: Aboriginal and Torres Strait Islander Australians Introduction: Why Aboriginal and Torres Strait Islander history? The Great Australian Silence: a Cult of Forgetfulness From Silence to History Wars 1788 +: The non-silence Aboriginal and Torres Strait Islander voice and memory outside the national imagining	Unit readings Chapter 3 Broome	

Week 2: Origins of Australia and her peoples - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: Beginning: knowledges of the origins of Australia and Aboriginal people • The age of the beginning: Aboriginal Peoples in Country • Ways of knowing: Western sciences knowledges and Aboriginal and Torres Strait knowledges	Broome, chapter 1	

Week 3: Ethical reflection on the 'Australianness of Australian history': historiography- history as a discourse of power (construction and silences) - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ethics and History: your ethical reflection on understanding what 'Australian history' meant and means: Reflecting on silence: invasion-colonisation- settlement Reflecting on what should constitutes a national history: the good and the bad- the ethical and unethical? Re-visioning history to beyond a binary; your ethical reflections.	Prologue to Broome: Endings and Beginnings	

Week 4: Power, Authority and Justice: a physical praxis & embedded in discourse (language) - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: Power, Authority and Justice: British law and the cultural interface with sovereign Aboriginal and Torres Strait Islander people <ul style="list-style-type: none"> • history and perspective • 'language of concealment': language/discourse and knowing history • reflecting on your developing perspective, including the role of discourse (the use of language) as power and the implications for Aboriginal and Torres Strait Islander history & justice 	Chapter 5 Broome: Radical hope quashed	Reminder: assignment 1 due Weds 21 August

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
British law vs First Nation Law: colonisation as a systemic process & First Nation Resistance First Nation Law and British law: terra nullius vs Law- the Yolgnu Law as a case study British law & culpability: Colonisation, dispossession & systemic use of Native police. Coloniser power as discourse: covert and overt	Broome chapter 4: cultural resistance amid destruction	Assignment 1 due next week Weds 21st August

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No class: have a good vacation		Assignment 1 due next week Weds 21st August Question 1: The Great Australian Silence & the Foundational National Identity: analysis and critical ethical reflection OR Question 2: historiography Due: Vacation Week Wednesday (21 Aug 2019) 10:30 am AEST

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Behind the Frontiers: Racism and its impact on colonial actions against Aboriginal people 1850- 1901 1850s- 1901 1901 White Australia policy foregrounding assimilation policies and Stolen Generations	review chapter 3 Broome re how racism impacted on actions of colonisers. Read Chapter 6 on race and exploitation.	

Week 7: The Bad, the Good and the Ugly - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Colonial history from missions & protectionism to assimilation and Stolen Generations: ethical reflection on perspective

Missionaries & a man called Gribble

Protectionism & Assimilation the government policies & law leading to the Stolen Generations

Broome on missionaries chapter 8 pp149+
Broome on protectionism pp.51- 53- overview & re Qldland pp. 118- 119 & its endurance pp 223 -225
Broome on assimilation & its impact pp. 201- 217

Week 8: Torres Strait Islander people: a distinct culture and history - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Torres Strait Islanders and Colonial Occupation: another history Colonial occupation: Administrators, traders & maritime history Missionaries on Torres Strait: significant impact Protectionism in the Torres Strait Islands Differences & similarities to colonisation on mainland Australia		

Week 9: Discoursed from belonging: White Australia to the Referendum reflecting on 'citizenship' & the struggle for civil & human rights - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
20th Century- Against the Odds: First Nation Peoples' Struggle for Justice Boards, castes and other barriers Toward some civil rights: from the White Australia Policy to the the 1967 Referendum.	Broome Chapter 9 and chapter 10:	

Week 10: Civil to Human Rights: an evolving discourse toward an ethical cultural understanding - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Civil to Human Rights: Land Rights - UN Rights - to the Uluru Statement- an evolving discourse toward NI ethical cultural understanding; from Yirrkala to Uluru Statement Yirrkala Yolgnu people 1963; Yolgnu & Justice Blackburn, 1971; Aboriginal Land Rights (NT) Act, 1976 Bill; Mabo 1992 1971 Aboriginal Flag; Tent Embassy 1972; Keating's Redfern Speech to non-Indigenous obligations	Broome chapter 11 pp.227- 247 & Chapter 13 The Mabo Case pp. 283- 291; Wik 296- 302; Land claims issue 302- 306	Reminder: AT2 Due 7/10/2019

Week 11: Restorative Justice: how is reconciliation possible -an ethical exploration - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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With knowledge comes responsibility:
restorative Justice & making
reconciliation possible - your ethical
exploration
This week you critically and ethically
reflect on restorative justice in the
context of the discourse of
reconciliation: consider your role
individually and systemically arising
from your engagement with history

AT2 Due 7/10/2019

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 12: Your reflections on the journey and role of historiography in understanding the nation		A research study of two historical events and a considered critical and ethical reflection on history Due: Week 12 Monday (7 Oct 2019) 9:00 am AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Question 1: The Great Australian Silence & the Foundational National Identity: analysis and critical ethical reflection OR Question 2: historiography

Assessment Type

Written Assessment

Task Description

You have a choice of two questions

Task Description This assignment AT1 requires you to demonstrate your engagement with weeks 1- 5 of the unit. The question has 3 parts. Question 1 has 3 parts: Part A, Part B, and Part C.

1. Part A: You must post at least 3 discussion board postings on 3 different weeks in the forum topics in different weeks. Each posting must contain two things: your reflection on the topic or some of the unit content for that week (e.g. an article, an UTube etc. or a lecture discussion point). Your reflection must be supported by at least one academic reference from a refereed source (a journal article or a scholarly chapter from a book). You are required to state how the article/chapter influenced or developed your thinking on that weekly topic.

1. Part B: You must post at least 2 forum posts which are RESPONSES to peer postings. The post you respond to must be one that impressed you in some way and/or influenced your critical thinking or ethical reflection. You are required to state how or why the peer's writing or his/her reference influenced critical/ethical thinking.

1. Part C: Is your intellectual (scholarly) and ethical learning story and response to the topic: What was the 'Great Australian Silence' (as defined by Stanner, 1968) in Australia's history? (about 200 words) and with reference to scholarly literature, identify, consider and analyse:

o The impact of the silence in how Australian history was written: e.g. what was included, the perspective presented, what was omitted, the impact of those omissions. You should illustrate this with key examples. Total for this section about 800 words.

o How the history constructed and imagined the foundational national Australian identity and how this impacted on First Nation Australians. You describe the character of that identity using literature to support your statements (you may draw on history and history as embodied in art and literature). Total for this section about 500 words.

o Draw critical ethical conclusions arising from your study (about 500 words).

Your introduction to the question and description of the Great Australian Silence will be about 200 words). It will state how you will approach this question. It will state what the Great Australian Silence refers to (using scholarly literature).

Body of assignment re how Australian history was written: you must use scholarly literature to identify, consider and analyse how this silence was manifest in the writing of Australian history. In this you will consider and reflect on what was included/excluded in the history; whose perspective was placed on events; and provide examples of events to illustrate your answer. You must consider events that were included omitted or minimised and the impact of the

omissions). This section will be about 800 words.

Body re how that history created a construction and imagining of the foundational national Australian identity: again with reference to scholarly literature you will discuss the key attributes of that identity and analyse the impact of that identity (about 500 words).

Conclusion: Your critical and ethical reflection (About 500 words) You have completed the body of your assignment. You have described and identified the Great Australian Silence has impacted/s. You have discussed and analysed how history enabled the creation of a very particular imagining of a foundational national Australian identity. Your conclusion is where you reflect critically and ethically on your understandings of the ethical impact of the Great Australian Silence and the formative Australian national identity. You should consider how it has impacted on justice and human rights for First Nation people and how it has impacted on non-Indigenous people. In this you consider the impact of the inclusion and exclusion. You may ethically reflect on your experiences of history and identity in education, politics, media and/or socially (family, friends, social attitudes) as part of this. You may use the understandings you and/or your peer reflections in forum have posted.

Finalise the ethical conclusion with a brief 2/3 sentence statement of how/if your critical and ethical understandings arising from this unit might/will influence your practice as a professional and/or as a citizen.

OR

Question 2: This assignment requires you to demonstrate your engagement with weeks 1- 5 of the unit.

The question has 3 parts.

This question requires you to post in forum (as set out in the task description) and to submit these posts with your answer to this question: How does your understanding of the foundational historiography of 'Australian history' enable your political and social understanding of how First Nation people were/are positioned in the nation-state? Draw critical and ethical conclusions arising from your scholarly analysis and finalise your conclusion with a brief 2/3 sentence reflection of how your critical and ethical understandings arising from this unit and this question might influence your action in the profession you are in/aspire to be in and/or your practice as a citizen.. You must complete all 3 parts of the question A, B & C to pass so forum postings and the topic question.

TASK DESCRIPTION: The 3 parts to question 2 are: Part A, Part B, and Part C. 2. Part A: You must post at least 3 discussion board postings on 3 different weeks in the forum topics in different weeks. Each posting must contain two things: your reflection on the topic or some of the unit content for that week (e.g. an article, or an UTube etc. or a lecture discussion point). Your reflection must be supported by at least one academic reference from a refereed source (a journal article or a scholarly chapter from a book). You are required to state how the article/chapter influenced or developed your thinking on that weekly topic. 2. Part B: You must post at least 2 forum posts which are RESPONSES to peer postings. The post you respond to must be one that impressed you in some way and/or influenced your critical thinking or ethical reflection. You are required to state how or why the peer's writing or his/her reference influenced your thinking. 2.

Part C: Is your intellectual (scholarly) and ethical learning story and response to the topic: How does your understanding of the foundational historiography of 'Australian history' enable your political and social understanding of how First Nation people were/are positioned in the nation-state. Draw critical and ethical conclusions arising from your scholarly analysis and finalise your conclusion with a brief 2/3 sentence reflection of how your critical and ethical understandings arising from this unit and this question might influence your action in the profession you are in/aspire to be in and/or your practice as a citizen. Suggested guide to length: Intro & body: about 1500 words; conclusion: your critical and ethical reflection: about 500 words Introduction to this topic: will briefly explain how you will address this question: the issues you will cover (about 200 words). The Body: This must draw on scholarly references to support the statements/arguments made. A comprehensive answer may consider issues with examples of the impact of privilege, power, stigma, violence, racism and discourse (how power in language shapes meaning in e.g. law and ideas of 'knowledge'). (The issues have been covered in each of the unit's weekly content in themes such as: the Great Australian Silence; the new 'Australian' national identity as construction and political imagining; how First Nation people were regarded and disregarded in history/national identity/ideas and how this shaped views that non-Indigenous people had about First Nation people). Length: about 1300 words. The conclusion: critical and ethical reflection. This conclusion is arrived at based on your scholarly analysis (in 2ci). It is important your ethical reflection is clearly articulated. The conclusion provides the reader with a clear understanding of how your 5-week reflective learning journey has brought your scholarly understandings of history and its politics into your ethical understanding of the issues in the present. The conclusion would summarise your knowledge of how history writing and national identity has impacted on present relations between First Nation and non-Indigenous people. This may be the impact of historiography and its endurances into the present on understandings/racisms of non-Indigenous people and their impact on First Nation people. You are encouraged to use extracts (quotes) from postings (yours and/or peers) peers and articulate your reflective learning story. Finalise the conclusion with a brief 2/3 sentence statement of how your critical and ethical understandings arising from this unit and this question might influence your action in the profession you are in/aspire to be in and/or your practice as a citizen. TOTAL Word length: +/- 10% = 2000 words. Weight: 40% APA referencing

Assessment Due Date

Vacation Week Wednesday (21 Aug 2019) 10:30 am AEST

Return Date to Students

Week 7 Friday (6 Sept 2019)

Moodle

Weighting

40%

Assessment Criteria

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed articles/books to support your answer to the topic

Evidenced engagement & intellectual engagement demonstrated with unit content, unit readings & unit lectures/tuts as appropriate to question

Demonstrated clear critical /ethical reflection that is coherent, considered & informed in essay & forum posts

Clarity: e.g. intro: states aims, purpose and approach to question. Body: clear, logical and developed scholarly argument

Conclusion: A coherent final position that reflects arguments of essay

Writing is grammatical, logical with a scholarly (use of references), and at a university standard. The question is

addressed fully (re depth & word length =/-10%), Appendix of attached Forum postings & referenced to week posted)

APA referencing; Font size 11+

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Submission Instructions

Submit in Moodle

Learning Outcomes Assessed

- Evidence a broad knowledge of Aboriginal and Torres Strait Islander history
- Critically engage in reflecting on Aboriginal and Torres Strait Islander history and how it was silenced
- Discuss Aboriginal and Torres Strait Islander history in the context of settler nationalism
- Explain and critically and ethically reflect •i. on the significance of historical events and processes relevant to period; •ii. on historiography of Aboriginal and Torres Strait Islander history; and •iii. by producing an historical argument (locating, retrieving, organising, analysing and synthesising the argument using required referencing methods) as per the assessment.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 A research study of two historical events and a considered critical and ethical reflection on history

Assessment Type

Written Assessment

Task Description

Select two topics (or sub topics) from different weeks in this unit between weeks 6 & 11.

Drawing on scholarly literature research and describe the two historical (sub)-topics.

Then, using understandings drawn from your study of the unit as a whole, provide your reasoned critical & ethical reflection on the impact of one (or both) of the events/topics you have selected on First Nation people at the time; and, following that, more briefly, on the impact on non-Indigenous people at that time.

You then move your reasoned critical and ethical reflection from the past into contemporary times.

You briefly reflect on why and how the past does or does not continue to impact into contemporary situations with First Nation and non-Indigenous people. At the end of these critical and ethical reflections you are asked to provide your reasoned ethical perspective on if, arising from the legacies of the history you have studied, non-Indigenous people living today have obligations to be engaged in fostering restorative justice (with a view toward reconciliation) with First Nation people. (See word length guides and more detail in task description. The task description guides the required depth in your answer).

Task Description

Introduction: state the two topics or aspects of the topics you have selected and how you will approach these (Topics

must be from different weeks between 6- 11). About 200 words Drawing on scholarly literature research and describe each (sub) topic. (About 500 words for each (sub) topic = 1000 words). The next part of the question requires your imagination and critical and ethical reflection on the impact of the history at that time firstly on First Nation people. You might choose to select some/all/other of the following: First Nation health (psychological & physical); First Nation views on the treatment on expectations of freedom and justice in the nation-state; First Nation impressions passed on to their younger generation about non-Indigenous people/power (social and political) and law; First Nation peoples views on the struggle post invasion. (About 300 words) You then have to continue your critical and ethical reflection but now focus on how the history you have studied might have impacted on non-Indigenous people at that time (as per suggestions above and/or sense of entitlement/rights). (About 120 words) Next you are also asked to think of the impact of the history you have studied throughout this unit in contemporary times. If or why the past you have studied may continue to impact into contemporary situations (enduring views, trust, attitudes, beliefs) with First Nation and non-Indigenous people. (Guide: about 230 words).

Your final summary 2-3 sentences is a critical and ethical reflection on if, or why, or why not, non-Indigenous Australians have obligations to seek to foster restorative justice in order to contribute toward reconciliation. (About 150 words)

APA referencing

Total word length 2000 words \pm 10%

Assessment Due Date

Week 12 Monday (7 Oct 2019) 9:00 am AEST

In moodle

Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

In Moodle

Weighting

60%

Assessment Criteria

Demonstrated capacity to use AND intellectually engage with relevant quality academic peer reviewed articles/books to support your answer to the topic

Evidenced engagement & intellectual engagement demonstrated with unit content, unit readings & unit lectures/tuts as appropriate to question

Demonstrated clear critical /ethical reflection that is coherent, considered & informed in essay & forum posts

Clarity: e.g. intro: states aims, purpose and approach to question. Body: clear, logical and developed scholarly argument

Conclusion: A coherent final position that reflects arguments of essay

Writing is grammatical, logical with a scholarly (use of references), and at a university standard. The question is addressed fully (re depth & word length \pm 10%), Appendix of attached Forum postings & referenced to week posted)

APA referencing; Font size 11+

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Critically engage in reflecting on Aboriginal and Torres Strait Islander history and how it was silenced
- Discuss Aboriginal and Torres Strait Islander history in the context of settler nationalism
- Explain and critically and ethically reflect •i. on the significance of historical events and processes relevant to period; •ii. on historiography of Aboriginal and Torres Strait Islander history; and •iii. by producing an historical argument (locating, retrieving, organising, analysing and synthesising the argument using required referencing methods) as per the assessment.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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