



INDG11013 *First Nation and Non-Indigenous History: The Interface*

Term 2 - 2023

Profile information current as at 27/04/2024 05:52 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

In a broad introductory history this unit examines the invasion and colonisation of First Nations Australians and the role of non-Indigenous Australians in this process. This history is recognised as an important part of Australia's national history. The unit begins by an investigation into the power of the coloniser to define what is silenced in national history and the national identity and the impact of the foundational historiography in shaping views of the 'settlement of Australia'. The unit provides key knowledge on terra nullius; First Nations resistance to colonisation; racism; Stolen Generations; and the formative and ongoing development of First Nations political resistance and advocacy, including the 1967 Referendum and the Uluru Statement from the Heart. The unit enables a deep critical and ethical understanding of the impact of the past and its endurances into the present while fostering capacities to consider a more equitable national future enabling citizens and future professionals .

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 - 2023

- 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 SUTE

Feedback

Feedback was received that some lectures and tutorials were difficult to engage with.

Recommendation

Review lectures and tutorials to facilitate further engagement if possible.

Feedback from SUTE

Feedback

Feedback was received questioning whether the unit was relevant for their chosen career path.

Recommendation

Students from all disciplines will encounter First Nations clients. To work effectively with First Nations clients, students will need to have a knowledge of history in order to understand the backgrounds and experiences of their clients, and to provide cultural safety. The rationale for studying this unit will be made clear to all students throughout term.

Unit Learning Outcomes

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

1. Evidence a broad knowledge of First Nations history and its interface with non-Indigenous history
2. Critically reflect on First Nations history and the ethics of the silencing of truth
3. Discuss and critically reflect on First Nations history in the context of settler colonialism and national identity
4. Explain and reflect on the ethical implications of the past for the present and future.

Not applicable

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	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Vicki Pascoe Unit Coordinator
v.pascoe@cqu.edu.au

Schedule

Week 1 Australia's silenced history - the frontier - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Introduction: Why First Nations History? The Great Australian Silence: a Cult of Forgetfulness 1788 - The Frontier: The First Nations voice and memory outside the national imagining	weekly e-reading list Frontier: Australia's Forgotten War - episode 1	Post your contribution on discussion forum

Week 2: Origins of Australia and its peoples - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Beginning: knowledges of the origins of Australia and First Nations people Ways of knowing and frontier violence	weekly e-reading list Frontier: Australia's Forgotten War - episode 2	Post your contribution on discussion forum

Week 3: Ethical reflection on the 'Australianness of Australian history': historiography- history as a discourse of power (construction and silences) - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3:

Ethics and History: your ethical reflection on understanding what 'Australian history' meant and means:
 Reflecting on the silence of: invasion- colonisation- settlement
 Reflecting on what should constitute a national history: the good and the bad- the ethical and unethical?
 Re-visioning history to beyond a binary; your ethical reflections.

weekly e-reading list
 Frontier: Australia's Forgotten War - episode 3

Post your contribution on discussion forum

Week 4: Power, Authority and Justice: embedded in discourse - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Power, Authority and Justice: British law and the cultural interface with sovereign First Nations peoples. history and perspective the role of discourse as power and the implications for First Nations people.	weekly e-reading list	Post your contribution to discussion forum

Week 5: British Law vs First Nations Lore: Colonisation as a systemic process - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Settler Colonialism and resistance Terra Nullius: Empty land	weekly e-reading list	Post your contribution to discussion forum Assessment 1 due: Monday 28th August

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
vacation		Assessment 2 due: Monday 28th August 2023

Week 6: Behind the Frontiers: Racism and its impact on colonial actions against First Nations people - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: 1901 White Australia policy foregrounding protectionism and assimilation policies	weekly e-readings list	Post your contribution to discussion forum Assessment 1 due: Monday 28th August 2023

Week 7: The Bad, the Good and the Ugly - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Colonial history: missions and reserves protectionism and assimilation The Stolen Generations: ethical reflection on perspective	weekly e-readings list	Post your contribution to discussion forum Assessment due: Monday 28th August 2023 The Great Australian Silence Due: Week 7 Monday (28 Aug 2023) 11:45 pm AEST

Week 8: Torres Strait Islanders and South Sea Islanders: distinct cultures and history - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8:

Torres Strait Islanders and Colonial Occupation: another history: traders and maritime history.

Missionaries in the Torres Strait Islands
South Sea Islanders in Australia
Slavery and the South Sea Islander contribution to Australia's sugar industry

weekly e-reading list

Post your contribution to discussion forum

Week 9: Discoursed from belonging: White Australia to the Referendum reflecting on 'citizenship' & the struggle for civil & human rights - 11 Sep 2023

Module/Topic**Chapter****Events and Submissions/Topic**

Module 9:

20th Century- Against the Odds: First Nation Peoples' Struggle for Justice
Toward some civil rights: from the White Australia Policy to the the 1967 Referendum.
Political activism, speaking out.

weekly e-reading list

Post your contribution to discussion forum

Week 10: Civil to Human Rights: an evolving discourse toward an ethical cultural understanding - 18 Sep 2023

Module/Topic**Chapter****Events and Submissions/Topic**

Module 10:

Civil to Human Rights:
Land Rights - United Nations and Human Rights
The Uluru Statement from the Heart and referendum proposal for 2023

weekly e-reading list

Post your contribution to discussion forum

Week 11: Restorative Justice: how is reconciliation possible - an ethical exploration - 25 Sep 2023

Module/Topic**Chapter****Events and Submissions/Topic**

Module 11:

With knowledge comes responsibility: restorative Justice & making reconciliation possible - an ethical exploration
critical and ethical reflection on restorative justice in the context of the discourse on reconciliation

weekly e-reading list

Post your contribution to discussion forum
Assessment 2 due: Monday 2nd October 2023

Week 12: Reflections and Review - 02 Oct 2023

Module/Topic**Chapter****Events and Submissions/Topic**

Reflections on the journey and the role of historiography in understanding the nation.
What do we now know?

weekly e-reading list

Post your contribution to discussion forum
Assessment 2 due: Monday 2nd October 2023

Select Two historical topics (or sub-topics) Due: Week 12 Monday (2 Oct 2023) 11:45 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic**Chapter****Events and Submissions/Topic**

No exam

Exam Week - 16 Oct 2023

Module/Topic**Chapter****Events and Submissions/Topic**

Assessment Tasks

1 The Great Australian Silence

Assessment Type

Written Assessment

Task Description

This assignment requires you to demonstrate your engagement with weeks 1- 7 of the unit.

Essay Question

What was the 'Great Australian Silence' (as defined by Stanner, 1968) in Australia's history? Is the concept still relevant to Australia today?

Word Length: 2000 words.

Due Date: Monday 28th August 2023 11.45pm

Reference your essay to scholarly literature, using the APA Referencing style.

The following is a guide for this essay:

- Introduction to the question and description of the Great Australian Silence will be about 200 words. It will state what the Great Australian Silence refers to (using scholarly literature), and you can posit your position of whether or not you argue the concept is still relevant to Australia today.
- Body of the essay will be about 1400 words. It should explain the impact of the silence on 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. Explain how history constructed and imagined the national Australian identity and how this impacted on First Nation Australians.
- Your conclusion (about 400 words) is where you demonstrate your understandings of the impact of the Great Australian Silence and the formative Australian national identity. Consider the impacts on First Nation people.
- Finally, attach as an appendix, a discussion forum post where you have demonstrated your ethical reflections on the Great Australian Silence.

2,000 words Weight: 40%

Assessment Due Date

Week 7 Monday (28 Aug 2023) 11:45 pm AEST
via Moodle

Return Date to Students

Week 9 Monday (11 Sept 2023)
via 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 with unit content, unit readings & unit lectures/tuts as appropriate to question

Demonstrated clear critical /ethical reflection that is coherent, considered & informed

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.

Correct terminology used throughout

The question is addressed fully (re depth & word length =/-10%),

A forum post demonstrating reflection on topic attached as an appendix.

APA referencing; Font size 12, 1.5 spacing

Word length: 2000 words.

weight 60%

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit as one word document via the Assessment link in Moodle

Learning Outcomes Assessed

- Evidence a broad knowledge of First Nations history and its interface with non-Indigenous history
- Critically reflect on First Nations history and the ethics of the silencing of truth

2 Select Two historical topics (or sub-topics)

Assessment Type

Written Assessment

Task Description

Select two topics (or sub topics) in this unit between weeks 7 & 11.

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

Then, using understandings drawn from your study of the unit, discuss the impact of the topics (sub-topics) you have selected on First Nation people at the time.

Briefly discuss why and how the past does or does not continue to impact into contemporary situations with First Nation and non-Indigenous people.

The following is a guide for this essay:

* Introduction: State the two topics or (sub-topics) you have selected. (Topics or (sub-topics) must be selected from weeks 7-11). This will be about 300 words.

* Body: Drawing on scholarly literature and research describe each topic or (sub-topic). (About 700 words for each topic or sub-topic = 1400 words). Discuss the impact of history on First Nations people at that time.

Next, discuss if or why the past history you have studied may continue to impact into contemporary situations (enduring views, trust, attitudes, beliefs) with First Nation people and mainstream Australians.

* Conclusion: Your final summary (about 300 words).

Finally, attach as an appendix a discussion forum post which demonstrates your critical and ethical reflection.

APA referencing style.

Due Date: Monday 2nd October 2023. Word length: 2000 words.

weight 60%

Assessment Due Date

Week 12 Monday (2 Oct 2023) 11:45 pm AEST
via Moodle

Return Date to Students

Review/Exam Week Friday (13 Oct 2023)
via Moodle

Weighting

60%

Assessment Criteria

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

Demonstrated engagement 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 post.

Correct Terminology used throughout

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 scholarly use of references, and at a university standard.

A forum posting demonstrating reflections attached as an appendix.

The question is addressed fully (re depth & word length =/-10%),

APA referencing; Font size 12, 1.5 spacing

2,000 words weight 60%

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

via Moodle

Learning Outcomes Assessed

- Discuss and critically reflect on First Nations history in the context of settler colonialism and national identity
- Explain and reflect on the ethical implications of the past for the present and future.

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