



## UNSW Course Outline

# ATSI3017 Indigenous Histories and the Colonial World - 2024

Published on the 31 Jan 2024

## General Course Information

Course Code : ATSI3017

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : DVC (Academic) Board of Studies

Academic Unit : Nura Gili Indigenous Programs

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course explores Australia's Indigenous histories and their contemporary resonance. It offers students an overview of relationships between settlers and Indigenous peoples, focusing on contact zones and tracing some of the ways Indigenous people have made their own histories in

varied contexts of violence and settler colonialism. The course material will cover nineteenth century Indigenous travellers and Indigenous judicial proceedings, examine violence and friendship, study reserves and resistance, and historicise displacement and the many novel articulations of land rights. Students will engage with controversies attached to representing Indigenous histories in the present, and complete in-depth and independent historical research.

## Course Aims

1. To provide an overview of some of the key events and experiences in Indigenous pasts, as well as some of the ways of remembering and representing them.
2. To assist students to engage in informed discussions of ideas and issues relating to Indigenous and non-Indigenous Australian pasts.
3. To develop a rich sense of Indigenous contributions to Australian pasts.
4. To develop students' ability to research, critically read and analyse historical documents and historical debates
5. To assist students to evaluate and discuss the research, production and presentation of Indigenous history

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss continuity and change in the context of Indigenous Australian pasts.
CLO2 : Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.
CLO3 : Take part in key debates informing Indigenous and non-Indigenous perspectives on the colonial past, such as those over Indigenous agency, resistance and accommodation.
CLO4 : Examine, critically read and infer from relevant primary and secondary sources, and synthesize research findings to produce well supported and coherent accounts of Indigenous pasts.
CLO5 : Communicate research findings in writing accurately and effectively in diverse media.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss continuity and change in the context of Indigenous Australian pasts.	<ul style="list-style-type: none"> <li>• Class Discussion Leadership and Participation</li> <li>• Primary Source Analysis</li> </ul>
CLO2 : Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.	<ul style="list-style-type: none"> <li>• Research Essay</li> <li>• Class Discussion Leadership and Participation</li> <li>• Primary Source Analysis</li> </ul>
CLO3 : Take part in key debates informing Indigenous and non-Indigenous perspectives on the colonial past, such as those over Indigenous agency, resistance and accommodation.	<ul style="list-style-type: none"> <li>• Research Essay</li> <li>• Class Discussion Leadership and Participation</li> </ul>
CLO4 : Examine, critically read and infer from relevant primary and secondary sources, and synthesize research findings to produce well supported and coherent accounts of Indigenous pasts.	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Essay</li> </ul>
CLO5 : Communicate research findings in writing accurately and effectively in diverse media.	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Essay</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Class Discussion Leadership and Participation Assessment Format: Individual	30%	Start Date: Week 1: participation / Week 1: leadership times allocated. Due Date: Participation and discussion leadership in class; plan by 3 pm on Thursday before the tutorial.
Primary Source Analysis Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 20/03/2024 11:59 PM Post Date: 03/04/2024 05:00 PM
Research Essay Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 24/04/2024 11:59 PM Post Date: 08/05/2024 05:00 PM

## Assessment Details

### Class Discussion Leadership and Participation

#### Assessment Overview

#### Class Discussion Leadership (20%)

From week two onward, each class discussion will be lead by a small group of students, to be scheduled in week one. The discussion leaders' role is to facilitate a sensible engagement with the core texts and the topic for that week. This is not a presentation and students are not required to prepare a summary of the core texts. Students may approach this assessment in a variety of ways. This might involve preparing activities, gathering examples from outside of class, organising a debate or something else.

Discussion leaders are also required to submit a one page summary of their planned discussion points and/or activities before the seminar.

#### Participation (10%)

Each week students will be required to read assigned material to contribute effectively to class discussions. Participation will be marked according to established marking criteria that are made available to students at the beginning of semester.

Class discussion leadership and participation are both marked according to criteria made available to students at the beginning of term on the course Moodle site.

### **Course Learning Outcomes**

- CL01 : Discuss continuity and change in the context of Indigenous Australian pasts.
- CL02 : Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.
- CL03 : Take part in key debates informing Indigenous and non-Indigenous perspectives on the colonial past, such as those over Indigenous agency, resistance and accommodation.

### **Assessment Length**

Discussion leadership: one page written plan / 15-20 min in class discussion leadership.

### **Submission notes**

Class participation in class. Discussion leadership: written one page summary of the plan submitted via Turnitin. Verbal facilitation in class.

### **Assessment information**

See the course Moodle page for further instructions.

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Primary Source Analysis**

### **Assessment Overview**

In their essay students will critically analyze a primary source and reflect on who created the source as well as the purpose and context in which it was created. Students will also discuss different approaches to study the source in order to learn about aspects of Indigenous experience in the colonial world. The task will help the students to develop their skills in critically reflecting on historical analyses and representing Indigenous pasts.

### **Course Learning Outcomes**

- CL01 : Discuss continuity and change in the context of Indigenous Australian pasts.
- CL02 : Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.
- CL04 : Examine, critically read and infer from relevant primary and secondary sources, and synthesize research findings to produce well supported and coherent accounts of Indigenous pasts.
- CL05 : Communicate research findings in writing accurately and effectively in diverse media.

### **Assessment Length**

1500 words

### Submission notes

Turnitin via Moodle.

### Assessment information

See the course Moodle page for further instructions.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Research Essay**

### Assessment Overview

Students will draw on a range of sources to write an essay demonstrating their ability to synthesize, interpret, and analyze historical material and information. The essay questions will invite students to explore aspects of Indigenous history and produce a sensitive and complex account of Indigenous Australian pasts.

### Course Learning Outcomes

- CL02 : Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.
- CL03 : Take part in key debates informing Indigenous and non-Indigenous perspectives on the colonial past, such as those over Indigenous agency, resistance and accommodation.
- CL04 : Examine, critically read and infer from relevant primary and secondary sources, and synthesize research findings to produce well supported and coherent accounts of Indigenous pasts.
- CL05 : Communicate research findings in writing accurately and effectively in diverse media.

### Assessment Length

2500 words

### Submission notes

Turnitin via Moodle

### Assessment information

See the course Moodle page for further instructions.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# General Assessment Information

## Guidelines for written work

All written assessments must be submitted as Word documents via Turnitin.

The Chicago (footnote/bibliography) referencing is the preferred referencing for the essays.

More information on referencing can be found here: <http://guides.lib.unsw.adfa.edu.au/c.php?g=472948&p=3246697>.

## Instructions for the Essay Format:

- indicate your topic or the essay question you are answering.
- leave a space and a half between lines.
- use 12 point font.
- leave space in margins for the marker's comments.

## Grading Basis

Standard

## Requirements to pass course

To pass the course students must reach a composite mark of at least 50 out of 100.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	From Great Australian Silence to Indigenous Histories
	Tutorial	Decolonising Australian Histories
Week 2 : 19 February - 25 February	Lecture	Histories of Deep Time
	Tutorial	Adjusting Perspective
Week 3 : 26 February - 3 March	Lecture	Invasion of Indigenous Worlds
	Tutorial	Memory and Frontier Wars
Week 4 : 4 March - 10 March	Fieldwork	Introduction to Materials at the State Library of New South Wales (TBC)
	Tutorial	Indigenous Histories, Archives and Power
Week 5 : 11 March - 17 March	Lecture	Movement and Mobility
	Tutorial	Biography and Indigenous Explorers
Week 6 : 18 March - 24 March	Reading	***Flexiweek***
Week 7 : 25 March - 31 March	Lecture	Life On the Missions
	Tutorial	Translating Christianity and Colonialism
Week 8 : 1 April - 7 April	Lecture	Engaging with Colonial Economy
	Tutorial	Labour, Autonomy and Gender
Week 9 : 8 April - 14 April	Lecture	Land and Protest
	Tutorial	Re-telling Stories of Indigenous Resistance
Week 10 : 15 April - 21 April	Lecture	Contesting Colonial Narratives
	Tutorial	History and Truth-Telling

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Resources

### Prescribed Resources

Course readings (collection of articles, chapters and other related material) are available via Leganto on Moodle.

### Recommended Resources

Indigenous Studies Subject Guide, UNSW library: <http://subjectguides.library.unsw.edu.au/indigenous>

## Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, MyExperience student course survey. Informal feedback and class- generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Johanna Per heentupa		LG 15, Nura Gili, Electrical Engineering (G17)	9065 9434	By appointment	No	Yes