



# MHIS201

## Indigenous-Settler Relations from 1750

S1 External 2015

*Dept of Modern History, Politics & International Relations*

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## General Information

Unit convenor and teaching staff

Convenor

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W6A 417

TBA

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

European colonisation of the globe is one of the most important stories of world history. It defined and shaped coloniser and colonised and left legacies which are still being felt today. This unit charts key aspects of this history in a global comparative frame from the fifteenth century to the present day. Using a range of historical sources from archives to documentary, Indigenous biography and oral histories, as well as a growing body of rich web-based resources it will apply a wide geographical lens to explore issues from contact, resistance and adaptation to the contemporary politics of rights, reparation and reconciliation.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

1. A broad understanding of indigenous-settler relations in comparative context from the fifteenth century.
2. An appreciation of Australia's indigenous-settler history in the context of the global pattern of colonisation.
3. An appreciation of the historical backdrop to contemporary Indigenous/non-Indigenous relations, issues and debates.
4. Capacity to locate, retrieve, analyse and apply a range of historical information.
5. Capacity to

communicate effectively in written and oral forms. 6. Capacity to engage effectively in group work with peers.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Primary Source Analysis</u></a>	20%	Friday, 20th March by 5 pm
<a href="#"><u>Group Presentation</u></a>	20%	From weeks 2-13
<a href="#"><u>Research Essay</u></a>	40%	Friday, 15th May, by 5 pmm
<a href="#"><u>Reading Blog</u></a>	20%	Weeks 2 - 13

### Primary Source Analysis

Due: **Friday, 20th March by 5 pm**

Weighting: **20%**

You will be required to write a short (1500 word) paper on a primary source which will be provided by the unit convenor. Primary sources are key to historical investigation and inquiry. They are also important sources to incorporate into your major essays. This task is designed to get you thinking critically about them, to build your confidence in using them and provide you with historical literacy in their use. It is designed to stimulate historical inquiry. More information will be provided in class time about this exercise and there will be specific instructions and assistance via iLearn.

Things to consider will be:

- Who created it?
- Where and in what context was it created?
- What, if any, questions does it raise?
- What is its purpose?
- What is its provenance?
- What is the point of view of the author?
- Are there any biases?
- What is the intended audience?
- How will you use it?
- Questions for the future?

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## Group Presentation

Due: **From weeks 2-13**

Weighting: **20%**

Working in groups of 2 or more, you will be required to select one week to create a group presentation to the rest of the class. These can be in whatever format you decide but they will be required to do the following things:

1. Map out the terrain, using the readings, etc, and other supportive materials.
2. Identify a set of questions for the class (these should not be basic questions of fact but more conceptual questions, eg. Not - What year was the Myall Creek Massacre but What were the lessons, if any, of the Myall Creek massacre or what were the implications of the massacre).
3. Be informative and engaging (you should aim to provide stimulus and resources where possible, perhaps images, documents, objects, web-resources, youtube clips, documentary, film, etc)

The criteria for assessing this component will be:

- Organisation/preparation (How prepared were you? Did you present your material in an organised way?)
- Communication (How effectively have you communicated your ideas? Was it clear? Was it specific or too broad?)
- Presentation (What was the style of the presentation and did it work?)
- Responsiveness (How well did the class respond to the presentation? Did you illicit questions and engagement from your peers?)

Note: The 20% weighting will be divided between my assessment of you as per the criteria above (10%) and peer review (10%). With the latter you will be required to assess other members of your group according to the following criteria:

- Collaboration (How effectively did they collaborate with you? Was this a shared exercise? Was there regular meetings and communication?)
- Communication (Did you communicate effectively with each other?)

- Equity of contribution (Were tasks evenly distributed? Did you co-operate with each other?)
- Problem solving (Were you all flexible, open to compromise, suggestion, criticism?)

**NOTE FOR EXTERNAL STUDENTS:** Those undertaking this unit in external mode will be required to do the same online. I will set up a group space on iLearn where you can share information and communicate with other members of your group. If there are not enough of you to do group work in this way, you will each present individually but I will get you to provide a peer assessment of at least one other external student in the group at the end of the semester. This will be based on their overall contribution to the online forum across the semester and I will provide the specific criteria for this once I see what is possible.

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## Research Essay

Due: **Friday, 15th May, by 5 pmm**

Weighting: **40%**

You will be required to write a long research essay. You will select one question from a list of 6-8 questions which will be provided on the iLearn site. Bibliographies for these questions will be attached but you will be required to locate primary sources to use in the essay.

Further information about this assessment task will be provided in class and on the iLearn homepage.

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## Reading Blog

Due: **Weeks 2 - 13**

Weighting: **20%**

You will be required to contribute to a weekly 'reading blog'. This will consist of two parts:

1. Contribute your reflections or specific responses to questions asked;
2. Pose a question. (This can be either specific or more general but it has to be about that week's content).

Each week you will have two readings to digest around a specific theme which are in a Unit Reader. (YOU MUST PURCHASE THIS BEFORE THE FIRST WEEK OF CLASSES FROM THE COURSENOTES OUTLET ON CAMPUS). You are required to read these BEFORE coming to class and contribute to the online reading blog. When you open the blog there will be some questions (these will vary from week-to-week depending on the contents of the readings. Sometimes, I will ask something specific of you, other times I will require a more general response. You will also be required to pose a question of your peers.

This is designed as a reflective and interactive activity and will be cumulatively assessed (that is, you will do the blog each week and I will assess your contribution/participation across the semester at the end of the semester).

On successful completion you will be able to:

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## Delivery and Resources

This unit is offered in day and external mode (via iLearn).

There is 1 x 1 hour lecture and 1 x 2 hour seminar per week.

**Times and Locations of Lectures and Seminars are:**

Lecture 1 - Monday 10-11 (E3B 118)

Seminar 1 - Monday 11-1 (E3B 114)

Seminar 2 - Tuesday 2-4 (X5B 039)

**Required and Recommended Resources:**

The required reading for this unit is the Unit Reader which can be purchased from the Course Notes Outlet, near the University Co-Op Bookshop. The reader contains the essential readings for each week's seminar/tutorial.

### Further Resources:

Further resources, including bibliographies, internet resources and links, etc will be posted on iLearn.

## Unit Schedule

Week	Date	Lecture	Seminar/Tutorial
1	23 February	Introductory	Pre-Colonial Societies 1
2	2 March	Facing Empire	Pre-Colonial Societies 2
3	9 March	Frontier War	Frontier War 1
4	16 March	Disease	Frontier War 2
5	23 March	Treaties	Cultural Accommodation?
6	30 March	Doomed Race	Law and Policing
7	20 April	Civil Rights	Anthropology
8	27 April	Humanitarians	Defending Rights in the Interwar
9	4 May	Assimilation	Assimilation 1
10	11 May	The 60s Revolution	Assimilation 2
11	18 May	Land	Red and Black Power
12	25 May	Repatriation	Sovereignty?
13	1 June	Truth and Reconciliation	Indigenous Societies Today

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The*

*Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.



## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Assessment tasks

- Primary Source Analysis
- Group Presentation
- Research Essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Assessment tasks

- Primary Source Analysis
- Research Essay
- Reading Blog

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcome

- 1. A broad understanding of indigenous-settler relations in comparative context from the fifteenth century. 2. An appreciation of Australia's indigenous-settler history in the context of the global pattern of colonisation. 3. An appreciation of the historical backdrop to contemporary Indigenous/non-Indigenous relations, issues and debates. 4. Capacity to

locate, retrieve, analyse and apply a range of historical information. 5. Capacity to communicate effectively in written and oral forms. 6. Capacity to engage effectively in group work with peers.

## **Assessment tasks**

- Research Essay
- Reading Blog

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcome**

- 1. A broad understanding of indigenous-settler relations in comparative context from the fifteenth century. 2. An appreciation of Australia's indigenous-settler history in the context of the global pattern of colonisation. 3. An appreciation of the historical backdrop to contemporary Indigenous/non-Indigenous relations, issues and debates. 4. Capacity to locate, retrieve, analyse and apply a range of historical information. 5. Capacity to communicate effectively in written and oral forms. 6. Capacity to engage effectively in group work with peers.

## **Assessment tasks**

- Primary Source Analysis
- Group Presentation
- Research Essay
- Reading Blog

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Assessment tasks

- Primary Source Analysis
- Research Essay
- Reading Blog

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcome

- 1. A broad understanding of indigenous-settler relations in comparative context from the fifteenth century. 2. An appreciation of Australia's indigenous-settler history in the context of the global pattern of colonisation. 3. An appreciation of the historical backdrop to contemporary Indigenous/non-Indigenous relations, issues and debates. 4. Capacity to locate, retrieve, analyse and apply a range of historical information. 5. Capacity to communicate effectively in written and oral forms. 6. Capacity to engage effectively in group work with peers.

## Assessment tasks

- Primary Source Analysis
- Group Presentation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Assessment tasks

- Group Presentation
- Research Essay
- Reading Blog

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- 1. A broad understanding of indigenous-settler relations in comparative context from the fifteenth century. 2. An appreciation of Australia's indigenous-settler history in the context of the global pattern of colonisation. 3. An appreciation of the historical backdrop to contemporary Indigenous/non-Indigenous relations, issues and debates. 4. Capacity to locate, retrieve, analyse and apply a range of historical information. 5. Capacity to communicate effectively in written and oral forms. 6. Capacity to engage effectively in group work with peers.

### Assessment task

- Research Essay

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Assessment task

- Group Presentation

## Changes from Previous Offering

Please note that this unit is a revamped version of an older unit of the same code and name. As the unit description suggests this is exploring Indigenous-Settler Relations from a global comparative perspective. In the past the focus has been Australia alone.

## Changes since First Published

Date	Description
04/02/2015	Minor changes to assessment.