



MHIS201

Indigenous-Settler Relations from 1750

S1 External 2016

Dept of Modern History, Politics & International Relations

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9

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General Information

Unit convenor and teaching staff

Senior Lecturer

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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:

Become aware of settler-colonialism as a structure in world history;

Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;

Develop critical and analytical skills through analysis of primary and secondary sources;

Develop integrative and creative thinking via formulating questions and answers;

Effectively communicate in written and oral forms

Appreciate practices and legacies of settler-colonialism in contemporary contexts.

General Assessment Information

There is no textbook for this unit. However, there is a UNIT READER (booklet of compulsory tutorial readings). This can be purchased from the coursenotes outlet on campus and must be done so in the first week of semester. You will be required to do the first set of compulsory readings for week 2.

The main site of interaction and information for this unit is via iLearn which contains the following:

- Echo lecture recordings
- Weekly thematic tabs
- Assessment Guide
- Assessment Instructions
- Assessment Rubrics
- Bibliographies
- Resources
- Notices
- Online Discussion Forum (external students)

Submission of Assessment Tasks

The source analysis and research essay will be submitted via turnitin (links provided).

The reading blog has its own hyperlink in each week's tab. Once you click on it you go straight to the blog space where you type in your contribution.

Extensions

Extensions will be automatic in the event of extenuating circumstances, such as illness and/or the death of a relative or friend. However, if you're experiencing problems submitting an assessment task it is better that you see me than let it goIf I know your circumstances I can see what is possible. If I don't you will be treated the same as everyone else with the same expectations.

Penalties

You will be penalised 2% per day (including weekends) for work submitted after the due date.

Assessment Tasks

Name	Weighting	Due
<u>Source Analysis</u>	20%	Week 5, 28th March, 5 pm
<u>Presentation</u>	10%	Weeks 2 - 13 (1 per student)

Name	Weighting	Due
Research Essay	40%	Week 10, 16 May, 5 pm
Reading Blog	20%	Weeks 2-13
Participation	10%	Assessed across the semester

Source Analysis

Due: **Week 5, 28th March, 5 pm**

Weighting: **20%**

Using a primary source and a format supplied by the convenor you will be required to formulate responses to a set of questions about the source. The questions are:

- What is it?
- Author
- Time and Place
- Why it was created.
- Audience
- Limitations
- List of things you can determine about the historical period
- What questions would you ask?

On successful completion you will be able to:

- Develop critical and analytical skills through analysis of primary and secondary sources;
- Develop integrative and creative thinking via formulating questions and answers;
- Effectively communicate in written and oral forms

Presentation

Due: **Weeks 2 - 13 (1 per student)**

Weighting: **10%**

Students (working singly or in pairs) will select a topic from across the 13 weeks (from week 2) to create a **10-15 minute** presentation to deliver to their peers. These can be in whatever format you decide but you will be required to do the following things:

- Map out the terrain, using the readings, etc, and other supportive materials. (What are we dealing with? What are some key things we need to know? What is interesting about the topic?)
- Identify 3 questions for the class (these should not be basic questions of fact but more

conceptual questions).

- 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 FOR EXTERNAL STUDENTS: Those undertaking this unit in external mode will be required to do the same online via the discussion forum.

On successful completion you will be able to:

- Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;
- Effectively communicate in written and oral forms

Research Essay

Due: **Week 10, 16 May, 5 pm**

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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- Effectively communicate in written and oral forms

Reading Blog

Due: **Weeks 2-13**

Weighting: **20%**

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

1. Read the required readings in your Unit Reader and then answer one of the questions set in that week's tab in iLearn in no more than 200 words;
2. Pose a question for your peers. (This can be either specific or more general but it has to be about that week's content).

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). The assessment will be based on YOUR choice of your best 4 contributions across the semester, as well as my assessment of your overall contributions in this space.

From these blogs we will select a 'question of the week' which will be incorporated into our weekly questions/discussions in class (internal students) or online (external) students.

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- Develop critical and analytical skills through analysis of primary and secondary sources;
- Develop integrative and creative thinking via formulating questions and answers;
- Effectively communicate in written and oral forms
- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

Participation

Due: **Assessed across the semester**

Weighting: **10%**

This assessment is a cumulative exercise which assesses your contribution to the unit overall. It is assessing your engagement, commitment and contribution across all aspects of the unit. The following criteria will be used:

- Engagement
- Contributions
- Citizenship

- Respect
- Judgement
- Effort

On successful completion you will be able to:

- Become aware of settler-colonialism as a structure in world history;
- Effectively communicate in written and oral forms
- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

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 - Thursday 11-12 (W6B 325) Seminar 1 - Thursday 12-2 (W6B 350) Seminar 2 - Thursday 2-4 (W6B 350)

KickStart

This unit includes a KickStart package, designed to help you get a head start with your studies. Being well prepared can be the key to success, so be sure to take advantage of KickStart and make it work for you.

What is it?

KickStart is a package of resources and activities in iLearn that is specific to studying this unit. Your package may include welcome videos from the Unit Convenor, quizzes (not counting toward your final grade), insights from industry experts and tips from previous students on how to succeed in the unit.

When is it available?

Two weeks before the start of the session, log into [ilearn.mq.edu.au]iLearn and access the KickStart package.

Please note that the activities in the KickStart package do not count towards the final grade of the unit.

Unit Schedule

Week	Date	Lecture	Seminar/Tutorial
1	29 February	Introductory	Pre-Colonial Societies 1

2	7 March	Facing Empire	Contact and Collision
3	14 March	Frontier War	Frontier War 1
4	21 March	Disease	Frontier War 2
5	28 March	Treaties	Cultural Accommodation?
6	4 April	Doomed Race	Law and Policing
7	25 April	Civil Rights	Science
8	2 May	Humanitarians	Defending Rights in the Interwar
9	9 May	Assimilation	Assimilation 1
10	16 May	The 60s Revolution	Assimilation 2
11	23 May	Land	Black Power and Consciousness
12	30 May	Repatriation	Sovereignty?
13	6 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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

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.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

Learning outcomes

- Become aware of settler-colonialism as a structure in world history;
- Develop critical and analytical skills through analysis of primary and secondary sources;
- Develop integrative and creative thinking via formulating questions and answers;

Assessment tasks

- Source Analysis
- Research Essay
- Reading Blog
- Participation

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:

Learning outcomes

- Become aware of settler-colonialism as a structure in world history;
- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

Assessment tasks

- Research Essay
- Reading Blog
- Participation

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 outcomes

- Become aware of settler-colonialism as a structure in world history;
- Develop integrative and creative thinking via formulating questions and answers;
- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

Assessment tasks

- Source Analysis
- Research Essay
- Reading Blog
- Participation

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 outcomes

- Become aware of settler-colonialism as a structure in world history;
- Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;
- Develop critical and analytical skills through analysis of primary and secondary sources;
- Effectively communicate in written and oral forms

Assessment tasks

- Source Analysis
- Presentation
- Research Essay
- Reading Blog
- Participation

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:

Learning outcomes

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- Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;
- Develop critical and analytical skills through analysis of primary and secondary sources;
- Develop integrative and creative thinking via formulating questions and answers;

Assessment tasks

- Source Analysis
- Presentation
- Research Essay
- Reading Blog
- Participation

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 outcomes

- Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;
- Develop critical and analytical skills through analysis of primary and secondary sources;
- Develop integrative and creative thinking via formulating questions and answers;

Assessment tasks

- Source Analysis
- Presentation
- Research Essay
- Reading Blog

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:

Learning outcomes

- Become aware of settler-colonialism as a structure in world history;
- Develop integrative and creative thinking via formulating questions and answers;
- Effectively communicate in written and oral forms

Assessment tasks

- Source Analysis
- Presentation
- Research Essay
- Reading Blog
- Participation

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 outcomes

- Become aware of settler-colonialism as a structure in world history;
- Compare models, practices and outcomes of settler-colonialism in different geographical and temporal contexts;
- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

Assessment tasks

- Presentation
- Research Essay
- Reading Blog

- Participation

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:

Learning outcome

- Appreciate practices and legacies of settler-colonialism in contemporary contexts.

Assessment tasks

- Reading Blog
- Participation