MHIS301

Indigenous-Settler Histories: Comparative Contexts

S2 Day 2017

Dept of Modern History, Politics & International Relations

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Senior Lecturer
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Contact via 9850 8829
TBA
TBA

Credit points
3

Prerequisites
6cp at 200 level

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 colonised and coloniser 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, looking at Australia, North America, Canada, New Zealand and South Africa. Using a range of historical sources from archives to documentary, Indigenous biographies 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 adapatation 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

This unit consists of:

1 x 1hr lecture (pre-recorded and uploaded each week - **except for the first lecture which will be face-to-face**);

1 x 2 hr seminar

Apart from the very first lecture, all other lectures are pre-recorded and uploaded each week. The key requirement of this unit is that students undertake the required readings and reading blog before attending class.

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

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

Submission of Assessment Tasks

The Research essay will be submitted via turnitin (links provided).

The reading blog has its own hyperlink in each week's tab in iLearn. 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 go .....If 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	Hurdle	Due
Research Essay	40%	No	Week 10, 16th October, 10 pm
Reading Blog	30%	No	Weeks 1-13
Active Collaboration	30%	No	Assessed across the semester

Research Essay

Due: **Week 10, 16th October, 10 pm**
Weighting: **40%**

You will be required to write a long research essay. You will either construct your own essay question OR select one question from a list of 14 prepared by the convenor. You will find this list on the iLearn homepage. 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 1-13**
Weighting: **30%**

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 (as listed in each week's section on iLearn and available through e-reserve/online readings) and then answer the question 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 cumultatively 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.

On successful completion you will be able to:

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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.

Active Collaboration

Due: **Assessed across the semester**
Weighting: **30%**

This assessment is a cumulative exercise which assesses your contribution to the unit overall. It is important that you are present, have done the readings and collaborate in all activities. 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 - Tuesday 9-10: W6B 338 (**all bar the first lecture will be pre-recorded and uploaded the week prior. However, students need to attend the first face-to-face lecture**).

Seminar 1 - Tuesday 10-12: W6B 338

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
1	31st July - 4 August	Introductory	Introduction & Pre-Colonial Societies
2	7 - 11 August	Empire	Settler Colonialism
3	14 - 18 August	Frontier War	Contact and Collision
4	21 - 25 August	Disease	Frontier War 1
5	28 August - 1 September	Treaties	Frontier War 2
6	4 - 8 September	Doomed Race	Cultural Accommodation
7	25 - 29 September	Civil Rights	Science
8	2 - 6 October	Humanitarians	Defending Rights in the Interwar

9	9 - 13 October	Assimilation	Assimilation 1
10	16 - 20 October	The 60s Revolution	Assimilation 2
11	23 - 27 October	Land	Black Power and Consciousness
12	30 October - 3 November	Repatriation	Sovereignty?
13	6 - 10 November	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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- Research Essay
- Reading Blog
- Active Collaboration

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
- Active Collaboration

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

- Research Essay
- Reading Blog
- Active Collaboration

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

- Research Essay
- Reading Blog
- Active Collaboration

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

- Become aware of settler-colonialism as a structure in world history;
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- Develop critical and analytical skills through analysis of primary and secondary sources;
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Assessment tasks

- Research Essay
- Reading Blog
- Active Collaboration

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

- 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

- Research Essay
- Reading Blog
- Active Collaboration

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

- Research Essay
- Reading Blog
- Active Collaboration

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
- Active Collaboration

Changes since First Published

Date	Description
10/ 07/ 2017	Changes have been made in the Delivery and Resources section of this unit guide. The original days and times for lectures and seminars were wrong and have been corrected in this version.