ATSI3017
Indigenous Histories and the Colonial World

Term One // 2019
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Johanna Perheentupa</td>
<td><a href="mailto:j.perheentupa@unsw.edu.au">j.perheentupa@unsw.edu.au</a></td>
<td>By appointment</td>
<td>LG 15, Nura Gili, Electrical Engineering (G17)</td>
<td>93850715</td>
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School Contact Information

Balmaves Place, Lower Ground Floor, Electrical Engineering Building

Email: nuragili@unsw.edu.au

General Enquiries: + 61 2 9385 3805

Nura Gili would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.
Course Details
Credit Points 6

Summary of the Course

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 Learning Outcomes

1. Discuss continuity and change in the context of Indigenous Australian pasts.
2. Review Indigenous histories in the context of 19th century colonial world and in particular the British Empire.
3. Take part in key debates informing Indigenous and non-Indigenous perspectives on the colonial past, such as those over Indigenous agency, resistance and accommodation.
4. 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.
5. Communicate research findings in writing accurately and effectively in diverse media.

Teaching Strategies

Indigenous Studies emphasises the need to contextualise the historical, social and political circumstances that have led to problematic relationships between Indigenous and non-Indigenous Australians. These continue to shape contemporary Australian society. As a discipline that supports the capacity of all students to engage in respectful dialogue with Australian issues, we utilise learning and teaching approaches centred on critical reflective practice. This is a core learning tool of all courses aiding student contextualisation of content and knowledge and enhancing student-centred learning through the process of self-reflection.

The content and teaching approach in this course are designed to emphasise an openness to different ways of understanding Indigenous histories. You are encouraged to participate actively - both online and in tutorials - in discussion and debate on the complex implications of different ways of representing the histories Indigenous people have made. The assessment will require you to move from critique to production, working with primary sources to write your own histories of Indigenous action and experience.
Assessment

Guidelines for written work

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 a wide margins for the marker's comments

It is student’s responsibility to retain a copy of your essay at all times in case of lost or misplaced essays.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogging Exercise</td>
<td>20%</td>
<td>Weekly before the lecture</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Reflective/Critical Essay</td>
<td>30%</td>
<td>18/03/2019 11:59 PM</td>
<td>1,2,4,5</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>29/04/2019 11:59 PM</td>
<td>2,3,4,5</td>
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</table>

Assessment Details

Assessment 1: Blogging Exercise

Start date: 25/02/2019 12:00 AM

Length: 100-200 words per week (1000 words in total)

Details: Students will contribute to an online discussion of the weekly readings, responding to specific questions and to each others' responses. The total word length of the assessment is 1000 words (approximately 100-200 words per week).

Additional details:

You are required to post 7 short weekly blogs on Moodle between weeks 2–10. The weekly blog is your opportunity to share what you have gathered from your reading with other students. It is informal, and requires no referencing: it is your opportunity to share ideas before class, and get your conversation going across tutorials. In your blog, respond to the set questions with reference to the reading (usually the secondary reading), and to other students' blogs. If you would like to draw on other material, other students will certainly appreciate that generosity.

Submission notes: Online blog/journal link under the relevant week on Moodle
**Turnitin setting**: This is not a Turnitin assignment

**Assessment 2: Reflective/Critical Essay**

**Start date**: Not Applicable

**Length**: 1000 words

**Details**: Students will critically reflect on different ways of representing Indigenous pasts, and write a 1000 word essay assessing the way these approaches to history can illuminate various aspects of Indigenous experience in the colonial world.

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

**Assessment 3: Research Essay**

**Start date**: Not Applicable

**Length**: 2500 words

**Details**: Students will draw on a range of primary sources to write a 2500 word essay demonstrating their ability to synthesise, interpret, and analyse information. The essay questions will invite students to explore aspects of Indigenous history and produce a sensitive and complex account of Indigenous Australian pasts.

**Additional details:**

The research essay will be based on research undertaken at the State Library of New South Wales, using selections from a curated sample of materials held there. You will be introduced to these materials in week five. The task involves engaging with the archives by drawing on a range of primary sources to respond to an essay question. Students may also craft their own research question in consultation with the Course Convenor.
Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

View class timetable

Timetable

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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<tbody>
<tr>
<td>Week 1: 18 February - 24 February</td>
<td>Lecture</td>
<td>Historians, Aboriginal people, Australia</td>
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<tr>
<td>Week 2: 25 February - 3 March</td>
<td>Lecture</td>
<td>The Invasion of Indigenous Worlds</td>
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<td>Week 3: 4 March - 10 March</td>
<td>Lecture</td>
<td>Wars, Massacres and Memory</td>
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<tr>
<td>Week 5: 18 March - 24 March</td>
<td>Lecture</td>
<td>Life On and Off the Missions</td>
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<tr>
<td>Week 6: 25 March - 31 March</td>
<td>Fieldwork</td>
<td>Introduction to Materials at the State Library of New South Wales</td>
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<td>Week 7: 1 April - 7 April</td>
<td>Reading</td>
<td><em><strong>Reading Week - No Classes</strong></em></td>
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<td>Week 8: 8 April - 14 April</td>
<td>Lecture</td>
<td>Pastoral Colonialism and Colonial Slavery</td>
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<td>Week 9: 15 April - 21 April</td>
<td>Lecture</td>
<td>Protection, Assimilation, and the Stolen Generations</td>
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<tr>
<td>Week 10: 22 April - 28 April</td>
<td>Lecture</td>
<td>Reserve-Based Protest Movements</td>
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Resources

Prescribed Resources

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

Recommended Resources


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.
Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in Nura Gili there are no hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course’s moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration
Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

Collusion: working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
understand your rights and responsibilities as a student at UNSW
be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT
Resources Policy
be aware of the standards of behaviour expected of everyone in the UNSW community
locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(http://subjectguides.library.unsw.edu.au/elise/aboutelise)
Academic Information

Please read this course outline carefully for information on assessment, late penalties, special consideration and expectations.

Image Credit

Dennis Golding

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