



Faculty of Education and Arts
School of Humanities & Social Science

<http://www.newcastle.edu.au/school/hss/>

Port Macquarie Campus
Cnr. Oxley Highway & Widderson Street
Port Macquarie 2444
NSW Australia
Student Services Office
A Block

Phone: 65816262

Office hours: Monday to Thursday 8.30am-4pm

Friday 8.30am-2pm

Fax: +61 2 65816263

Email: kim.thompson@newcastle.edu.au

Web: <http://www.newcastle.edu.au/campus/portmacquarie/>

HIST1051-The Australian Experience
Port Macquarie Campus

Course Coordinator Dr Troy Duncan
Room: JG01/02
Ph: (02) 65816262 (Port Macquarie Campus)
Fax: 61 2 65816263
Email: troy.duncan@newcastle.edu.au
Consultation hours: TBA

Semester Semester 1 - 2010
Unit Weighting 10
Teaching Methods
Lecture
Tutorial

Brief Course Description

This course provides an introduction to Australian history and to the study of history at the tertiary level. It treats the development of Australian society from the arrival of Aboriginal peoples on the continent to the present, including the development of democratic institutions and the influence of geography; and introduces the skills and approaches employed in the study of the Australian past.

Contact Hours

Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in Week 2

Learning Texts

Required:

Deborah Gare and David Ritter, *Making Australian History: Perspectives on the Past Since 1788*, Thompson, Melbourne, 2008.

The Gare and Ritter text is available from the Port Macquarie Campus bookstore for \$93.15 (\$81.00 for Student Association Members).

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 21 January, 2010

Course Objectives

Upon completion of this course, students will be expected to "think historically", including an ability to:

1. Demonstrate an understanding of major aspects of the history of Australia.
2. Read primary and secondary texts critically and show an awareness of the contested nature of historical representation and the ability to engage in historical debates in tutorial discussions and in written assignments.
3. Reflect on Australia's history, especially with regard to the ways in which Australians have reacted to their natural and social environments and the relationship of the past to the present in tutorial discussions and written assignments.
4. Conduct basic research and express clear and informed arguments, orally in the tutorials and in writing the assessments.

Course Content

This course will focus on histories of Australia from the arrival of Aboriginal peoples to the present. Specific periods studied may vary from year to year. It will also treat the skills used by historians in the practice of their craft. Topics will include some or all of the following:

1. Origins of Indigenous Australians
2. Traditional Aboriginal society
3. Background to the British colonisation of Australia
4. Convictism
5. Relations between Indigenous and Non Indigenous Australians
6. The Development of European Australian land use, economy and political system and cultures of food, clothing and the arts
7. Australia's Involvement in War in the Twentieth Century
8. Cultural Changes of the Twentieth Century including Americanisation and new Australian nationalism
9. Land Rights, the Stolen Generation and Reconciliation
10. The Impact of Australian Geography on its residents
11. The Development of Democratic Institutions

Assessment Items

| | |
|---------------------------------|---|
| Examination: Class | In class test, 15% |
| Essays / Written Assignments | Written assignments and exercises, totalling 3,500 words, 85% |

Assumed Knowledge

Nil

Port Macquarie Nth Coast Inst Timetable

HIST1051

The Australian Experience

Enquiries: School of Humanities and Social Science

Semester 1 – 2010

| | | |
|--------------|--------|-------------------------------|
| Lecture | Monday | 9:00 - 11:00 |
| and Tutorial | Monday | 11:00 - 12:00 12:00 – 1:00 |

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- a) falsification of data;

- b) using a substitute person to undertake, in full or part, an examination or other assessment item;
- c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

- a) copying or paraphrasing material from any source without due acknowledgment;
- b) using another person's ideas without due acknowledgment;
- c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: <http://www.newcastle.edu.au/policylibrary/000769.html>

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

<http://www.newcastle.edu.au/policylibrary/000641.html>

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability .

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

<http://www.newcastle.edu.au/study/fees/censusdates.html>

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: <https://myhub.newcastle.edu.au>

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentssupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

| | |
|---|--|
| <p>Callaghan Campus Shortland Hub: Level 3, Shortland Building Hunter Hub: Level 2, Student Services Centre</p> <p>City Precinct City Hub & Information Common, University House</p> <p>Central Coast Campus (Ourimbah) Student Hub: Opposite the Main Cafeteria</p> | <p>Port Macquarie students contact your program officer or EnquiryCentre@newcastle.edu.au Phone 4921 5000</p> <p>Singapore students contact your PSB Program Executive</p> |
|---|--|

OTHER CONTACT INFORMATION

| | |
|---|--|
| <p>Faculty Websites www.newcastle.edu.au/faculty/business-law/ www.newcastle.edu.au/faculty/education-arts/ www.newcastle.edu.au/faculty/engineering/ www.newcastle.edu.au/faculty/health/ www.newcastle.edu.au/faculty/science-it/</p> <p>Rules Governing Undergraduate Academic Awards www.newcastle.edu.au/policylibrary/000311.html</p> <p>Rules Governing Postgraduate Academic Awards www.newcastle.edu.au/policylibrary/000306.html</p> <p>Rules Governing Professional Doctorate Awards www.newcastle.edu.au/policylibrary/000580.html</p> <p>General enquiries Callaghan, City and Port Macquarie Phone: 02 4921 5000 Email: EnquiryCentre@newcastle.edu.au</p> <p>Ourimbah Phone: 02 4348 4030 Email: EnquiryCentre@newcastle.edu.au</p> | <p>Dean of Students Office The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature. http://www.newcastle.edu.au/service/dean-of-students/ Phone: 02 4921 5806 Fax: 02 4921 7151 Email: Dean-of-Students@newcastle.edu.au</p> <p>University Complaints Managers Office The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour. http://www.newcastle.edu.au/service/complaints/ Phone: 02 4921 5806 Fax: 02 4921 7151 Email: Complaints@newcastle.edu.au</p> <p>Campus Care The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour. http://www.newcastle.edu.au/service/campus-care/ Phone: 02 4921 8600 Fax: 02 4921 7151 Email: campuscare@newcastle.edu.au</p> |
|---|--|

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

----- **End of CTS Entry** -----

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - <http://www.newcastle.edu.au/study/enrolment/regdates.html>

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

LECTURE and TUTORIAL PROGRAM

Week 1, 1 March

L1: Introduction to the course: Why study Australian history?

L2: Aboriginal society and history: The Dreaming

No Tutorials in Week One

Week 2, 8 March

L1: Prelude to the arrival of the British: European perceptions of Australia

L2: Skills session: researching and writing essays

Tutorial: Aboriginal Society

Week 3, 15 March

L1: British Society in the 18th Century.

L2: The beginnings of European Australia: early days at Sydney Cove

Tutorial: Terra Nullius? First contact

Week 4, 22 March

L1: Convict society: the experiences of male and female convicts

L2: *Video: The Floating Brothel: The story of The Lady Juliana and the founding mothers of modern Australia*

Tutorial: The Convict Experience

Week 5, 29 March

L1: Race Relations on the Colonial Frontier in the 19th Century

L2: From Authority to Democracy: politics in 19th Century Australia

Tutorial: Local history: the heritage of Port Macquarie

Field Report due 1 April

Mid-Semester Break 2 April - 9 April

Week 6, 12 April

L1: The Gold Rush

L2: *Video: Frontier: Stories from white Australia's forgotten war*

Tutorial: Frontier Conflict

Week 7, 19 April

L1: The Federation era: votes for women and working class politics

L2: Australia before World War One

Tutorial: The Gold Rush

Week 8, 26 April

No lectures or tutorials due to the Anzac Day Public Holiday

Week 9, 3 May

L1: World War One: the frontline and the home front

L2: The Anzac legend

Tutorial: Federation

Research Essay due 7 May

Week 10, 10 May

L1: Australia during the Great Depression

L2: Video: *Great and Powerful friends*

Tutorial: World War One and the Anzac legend

Week 11, 17 May

L1: World War Two and the end of Empire

L2: Postwar Australia: the Menzies era

Tutorial: The Great Depression and World War Two

Week 12, 24 May

L1: Australia in the 1960s: the Vietnam War and social protest

L2: The era of Globalization: from Whitlam to Howard

Tutorial: Australia in the 1960s

Week 13, 31 May

L1: Review of course

L2: Video: TBA

Tutorial: In-class test

Course Overview

The Australian Experience provides an overall introduction to the history of Australian society. It has been designed for those who are engaged in teacher education courses and who therefore need to deepen their understanding of Australian society. It has also been designed for those who have studied history before as well as those with no previous experience in the study of history. A major objective of the *Australian Experience* is to introduce students to the different perspectives which historians and others have of important issues and events in our nation's history. Some of the issues we will discuss are hotly debated topics which divide not only historians but members of the wider Australian community as well. Hist1051 aims to encourage students to develop enquiring minds, a familiarity with varied historical sources and skills of analysis and interpretation. These are skills which form a part of the equipment of the educated person and can be carried into a variety of problem-solving areas both in other courses and in the work force.

Lectures provide an introduction to historically significant issues, events and individuals. They will give you a sense of the sequence in which key events in Australian history occurred as well as introduce you to some of the major historical themes and debates. There will also be lectures about the research and writing skills which you will need to successfully complete assessment tasks.

Tutorials are designed to give students the opportunity to express their own opinions about particular issues based on their reading of key primary and secondary sources. Tutorials enable closer study of particular themes and allow students to pursue issues which may not be clear from the lectures. They also provide an opportunity for you to develop skills in critical thinking, analysis of evidence and constructing an oral argument. Before attending each weekly tutorial, you are required to read the **essential readings** which are listed in the Tutorial Program. Most of these are to be found in the Hist1051 text book, *Making Australian History: Perspectives on the Past Since 1788*, which is edited by Deborah Gare and David Ritter. This publication contains most of the material which you will need to participate in tutorial discussions. However, for the first tutorial on **Aboriginal Society in Week 2** and the tutorial on **Local History in Week 5**, you will need to look at sources other than those in the Gare and Ritter text. Material for these two tutorials may be found in the Port Macquarie campus library or in the form of electronic articles which can be accessed via the Shortloans online service which is provided by the Newcastle University library. **There is a link to the HIST1051 Shortloans material on Blackboard.**

It is important to note that the questions for the Research Essay which appear on page 17 of this guide are based on tutorial topics.

The Australian Experience falls into three parts. **Weeks 1 to 4** deal with traditional Aboriginal society and the beginnings of European settlement. After we have considered the importance of studying history in general, we will look at the unique and diverse character of traditional Aboriginal Australia. We will then discuss the reaction of the first European explorers and settlers to the country and its original inhabitants. What was it like to be a convict? This is a question we will consider when we look at the development of the convict system. **Weeks 5 to 7** cover the development of Australian society during the 19th Century. We will examine the controversial topic of relations between Indigenous and non-Indigenous Australians on the colonial frontier. We will also look at how immigration and the Gold Rush transformed Australian society. This section will also focus on the development of our democratic political system and the decision of the six Australian colonies to unite under a federal government in 1901. The impact of global events on Australia during the turbulent 20th Century will be a major theme of **Weeks 8 to 12**. We will discuss our country's participation in the two world wars; look in depth at the development of the Anzac legend, and the experiences of ordinary people during the Great Depression of the 1930s. Our study of Australia's history will end with an examination of some of the major social, political, economic and cultural changes of recent decades. In each section of the course we will consider the ways in which geography and the natural environment have shaped Australian society.

Tutorial Program

Week 2: Aboriginal society

Points for discussion:

1. How do Aborigines account for their own origins? How do their versions of history differ from those of European ones?
2. How were Aboriginal societies organised?
3. Why is the land so important to Aboriginal people?
4. How did Aboriginal people leave their mark on the Australian continent before 1788?

Essential Readings:

- Gostin, Olga and Alwin Chong. "Living Wisdom: Aborigines and the Environment." In *Aboriginal Australia. An Introductory Reader in Aboriginal Studies*, ed. Colin Bourke, Eleanor Bourke and Bill Edwards. Brisbane: University of Queensland Press, 1994 (electronic copy available at Shortloans online).
- Rickard, John, "Aborigines", Gillian Whitlock and David Carter, eds., *Images of Australia*. Brisbane: University of Queensland Press, 1992 (electronic copy available at Shortloans online).

Additional reading for those attempting essay question 1:

- Aboriginal Australia, An Introductory Reader in Aboriginal Studies*, ed. Colin Bourke, Eleanor Bourke and Bill Edwards. Brisbane: University of Queensland Press, 1998.
- Crotty, Martin and Erik Eklund, eds. *Australia to 1901, Selected Readings in the Making of a Nation*. Tertiary Press, 2004, Chapter 1, 9-32 (copies available at Campus library).
- Flannery, Tim, *The Future Eaters: an ecological history of the Australasian lands and people*. New York: Grove Press, [2002], 1994, Ch. 21 and 25.
- Flood, Josephine, *Archaeology of the Dreamtime*, Marlestone, S. Aust.: J.B. Publishing, 2004.
- , *The Riches of Ancient Australia*, 2nd ed., Melbourne: Penguin, 1993.
- Traditional Aboriginal Society: A Reader*, W.H. Edwards, ed, South Melbourne, 1987.

Week 3: Terra Nullius? First Contact

Points for discussion:

1. What kind of attitude towards indigenous people does Lord Morton display in his instructions to Captain Cook and his colleagues?
2. Do you think Captain Cook gained much of an understanding of Aborigines during his visit to Australia in 1770?
3. How did Watkin Tench's values influence the way in which he reacted to Aborigines?
4. What did Europeans mean by the terms "civilization" and "savagery"?
5. Why did British colonists feel they could claim the land without the consent of Aboriginal people?
6. Why does W.E.H. Stanner believe Governor Phillip's attempts to develop good relations with Aboriginal people failed?
7. What were the main causes of the misunderstandings between white settlers and indigenous people during the early days of the colony?

Essential Readings from Sections 1 & 3 of the Gare and Ritter text book:

Primary Sources

- Lord Morton's instructions to Cook, Banks and Solander, pp.2-5
- Captain Cook describes his impression of New Holland, pp.5-4
- Watkin Tench, "A description of the natives of New South Wales, and our transactions with them," pp.62-64

Secondary Sources

- Bruce Buchan, "Civilisation in a 'Savage' land: Australian colonisation and Enlightenment thought", pp.17-24
- W.E.H. Stanner, "After the Dreaming," pp.67-71
- Inga Clendinnen, "True Stories," pp.72-77

Additional Readings for those attempting essay question 2:

"Aboriginal Resistance to White Invasion". *Oxford Companion to Australian Military History*. Melbourne: Oxford University Press, 1995.

Bain Attwood and S G Foster, eds. *Frontier conflict : the Australian experience*,. Canberra: National Museum of Australia, 2003.

Crotty, Martin and Erik Eklund, eds. *Australia to 1901, Selected Readings in the Making of a Nation*. Tertiary Press, 2004, Chapter 2, 33-59.

Grimshaw, Patricia, Marilyn Lake, Ann McGrath and Marilyn Quartly, *Creating a Nation*, Melbourne: Penguin, 1994.

Macintyre, Stuart, *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004, "Newcomers, c. 1600 – 1792", 16 – 33.

Reynolds, Henry, *Other Side of the Frontier, Aboriginal resistance to the European invasion of Australia*, Melbourne: Penguin, 1982.

----, *With the White People: The Crucial Role of Aborigines in the Exploration and Development of Australia*, Melbourne: Penguin, 1990.

White, Richard, *Inventing Australia*, Sydney, 1981, Ch. 1, "Terra Australis Incognita".

Williams, G. "Far more happier than we Europeans', Reactions to the Australian Aborigines on Cook's Voyage", *Historical Studies*, v.19, no. 77 (October 1981): 499 – 512.

| | |
|---------------|-------------------------------|
| Week 4 | The Convict Experience |
|---------------|-------------------------------|

Points for discussion:

1. Were most convicts members of a professional criminal class?
2. Were convicts the victims of an unfair social system?
3. Why did men in positions of authority condemn convict women as prostitutes? Why did modern historians accept this characterization of convict women until recently?
4. Do you think convicts were a useful source of labour? Did they make an important contribution to the development of colonial Australia?

Essential readings from Section 4 of the Gare and Ritter text book:**Agenda Setting**

Manning Clark, "The Origins of the Convicts Transported to Eastern Australia, 1787-1852," pp. 102-107

Anne Summers, "Damned Whores and God's Police," pp.108-113

Perspective

Deborah Oxley, "Counting the Convicts: The unlikely love affair between convicts and historians," pp.114-121

Additional reading for those attempting essay questions 3 or 4:

Crotty, Martin and Erik Eklund, eds. *Australia to 1901, Selected Readings in the Making of a Nation*. Tertiary Press, 2004, Chapter 4, 96-147.

Macintyre, Stuart. *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004. "Coercion, 1793 – 1821", 34 – 51; 55-56; 70-73.

Oxley, Deborah, *Convict Maids, The Forced Migration of Women to Australia*. Melbourne: Cambridge University Press, 1996, Ch. 8, "Misconceptions".

Daniels, Kay. *Convict Women*. Sydney: Allen and Unwin, 1998.

Dixson, Miriam, *The Real Matilda*, 3rd edition, Melbourne: Penguin, 1994.

Frost, Alan, *Botany Bay Mirages, Illusions of Australia's Convict Beginnings*, Melbourne, 1994.

Grimshaw, Patricia, Marilyn Lake, Ann McGrath and Marian Quartly, *Creating a Nation*, Melbourne, 1994, Ch. 2, "Conceiving a Colony".

Neal, David, *The Rule of Law in a Penal Colony*, Cambridge, 1991.

Robinson, Portia. *The Women of Botany Bay: A Reinterpretation of the Role of Women in the Origins of Australian Society*. Melbourne: Penguin, 1993.

Smith, Babette. *A Cargo of Women: Susannah Watson and the Convicts of the Princess Royal*. Sydney: New South Wales University Press, 1988.

Summers, Anne, *Damned Whores and God's Police*, revised edition. Camberwell, Vic.: Penguin, 2002.

Week 5: Local History: the heritage of Port Macquarie

Points for discussion:

1. Which heritage site did you choose for your Field Report?
2. Why do you consider your site to be historically significant?
3. What function did Port Macquarie play within the convict system?
4. What factors influenced the development of Port Macquarie?
5. What can we learn about life in early Port Macquarie from *Annabella Boswell's Journal*?

Essential readings:

Boswell, Annabella, *Annabella Boswell's Journal: Australian reminiscences illustrated with her own watercolours and contemporary drawings and sketches*. North Ryde, N.S.W.: Angus and Robertson, 1987.

McLachlan, Iain, *Place of Banishment, Port Macquarie 1818 to 1832*. Sydney: Hale and Iremonger, 1988, 11-60; 79-94.

Hatcher, Vic, and Ruhen, Olaf, *Port Macquarie Sketchbook*. Rigby, 1970.

Johnson, Richard, *The Search for the Inland Sea*. Melbourne: Melbourne University Press, 2001, 139-40; 149-50; 179-182.

Rogers, Frank ed., *Port Macquarie: a history to 1850*. Hornsby NSW: Child & Henry for Hastings District Historical Society, 1982.

St. Thomas' Church, Port Macquarie: the third oldest church in Australia, built in December, 1824. Port Macquarie, NSW, 1939.

Week 6: Frontier Conflict

Points for discussion:

1. Why is the subject of frontier violence controversial?
2. Why is Keith Windschuttle sceptical about the claims made by historians such as Henry Reynolds about the extent of violence against Aborigines on the frontier?
3. On what evidence does Reynolds base his claim that approximately 20,000 Aborigines died as a result of conflict with white settlers?
4. What does the word Genocide mean? Do you think it accurately describes the way in which Aborigines were treated by white settlers during the 19th Century?
5. Was conflict between blacks and whites inevitable?

Essential readings from Section 6 of the Gare and Ritter text book:

Primary Source

Lateline debate between Henry Reynolds and Keith Windschuttle, pp. 161-164

Agenda Setting

Henry Reynolds, "The Other Side of the Frontier," pp.165-168

Brian Attwood, "The Australian Experience," pp. 169-174

Perspective

Gillian Cowlishaw, "Australia's Frontier Wars," pp.175-182

Opinion

Dirk Moses, "Genocide in Australia?" pp.183-187

Additional reading for those attempting essay question 5:

Crotty, Martin and Erik Eklund, eds. *Australia to 1901, Selected Readings in the Making of a Nation*. Tertiary Press, 2004, Chapter 8, 329-367.

Macintyre, Stuart. *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004. "Emancipation, 1822 – 1850", 52 – 84.

Whitewash, On Keith Windschuttle's Fabrication of Australian History, Robert Manne ed., Melbourne: Black Inc. Agenda, 2003, 1-13.

Windschuttle, Keith. *The Fabrication of Aboriginal History. Vol. 1, Van Diemen's Land 1803 – 1847*. Sydney: Macleay Press, 2002, 1-28.

Frontier conflict : the Australian experience, Brian Attwood and S G Foster, eds. Canberra: National Museum of Australia, 2003.

Reynolds, Henry, *Other Side of the Frontier, Aboriginal resistance to the European invasion of Australia*, Melbourne: Penguin, 1982.

----. *The Fate of a Free People, A Radical Reexamination of the Tasmanian Wars*, Melbourne: Penguin, 1995.

Week 7: The Gold Rush

Points for discussion

1. What were the main demands of the Diggers who met to protest at Bakery Hill, Ballarat, on November 11, 1854?
2. Did the Gold Rush make Australia a more democratic society?
3. Why were the Chinese so deeply resented by European miners?
4. How did the Gold Rush contribute to the development of the Australian character according to Russell Ward?
5. Did the mid to late 19th Century really witness the emergence of an “Australian type”?
6. What impact did the Gold Rush have on Victoria?
7. What role did women play on the gold fields?

Essential readings from Section 7 of the Gare and Ritter text book:

Primary Sources

“The Political Demands of the Diggers,” pp. 190-191

“The attack on the Eureka Stockade,” pp.191-192

“The Lambing Flat Riots,” pp. 192-193

Agenda Setting

Russell Ward, “The Australian Legend,” pp. 194-199

Richard White, “Inventing Australia,” pp. 200-205

Perspective

Charles Fahey, “Gold and Land,” pp. 206-212

Clare Wright, “The Eureka Stockade: An alternative portrait,” pp. 213-218

Additional readings for those attempting essay question 6

Batte, Watson, *Victorian Gold Rushes*, McPhee Gribble, Melbourne, 1988

Blainey, Geoffrey, *The Rush That Never Ended: A history of Australian mining*, 4th edition, Melbourne University Press, Carlton, 1993

Kingston, Beverley, *The Oxford History of Australia, Volume Three: 1860-1900: Glad, confident morning*, Oxford University Press, Melbourne, 1988

Inglis, K.S., *Australian Colonists: An exploration of social history, 1788-1870*, Melbourne University Press, Carlton, 1993

Serle, Geoffrey, *The Golden Age: A History of the colony of Victoria, 1851-1861*, Melbourne University Press, Melbourne, 1963

Week 9: Federation

Points for discussion:

1. Why did Henry Parkes think that Federation was a good idea?
2. Why did most Australians support the Federation movement?
3. What was the “crimson thread of kinship” that Parkes spoke of?
4. Did Australians have to make a choice in 1901 between being “Australian” or being “British” or were the two identities compatible?
5. What does the film of the 1901 Commonwealth Celebrations in Sydney tell us about the nature of Australian society at the time of Federation?
6. What the main characteristics of the “culture of egalitarianism” which A.R. Black believes had emerged in Australia by 1901?

Essential readings from Section 8 of the Gare and Ritter text book:

Primary Sources

Henry Parkes, “The Tenterfield Speech,” pp. 222-224

Bernhard Ringrose Wise, "The Making of the Australian Commonwealth 1889-1900," pp. 224-225

Agenda Setting

Helen Irving, "To Constitute a Nation," pp. 226-231

Raymond Evans, Clive Moore, Kay Saunders and Bryan Jamison, "1901: Our future's past," pp. 232-237

Perspective

A.R. Black, "The Age of State Socialism: Government, economy and society in the early twentieth Century," pp.238-246

Additional reading for those attempting essay question 7:

Cochrane, Peter, *Colonial Ambition, Foundations of Australian Democracy*, Melbourne: Melbourne University Press, 2006, 1-39.

Fletcher, Brian, *Colonial Australia Before 1850*. Melbourne: Nelson, 1976, 136-159.

Hirst, John, *The Strange Birth of Colonial Democracy, New South Wales, 1848-1884*, Sydney: Allen and Unwin, 1988, 2-59; 97-105.

Macintyre, Stuart. *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004, 86-97; "National Reconstruction," 121-155.

Centenary Companion to Australian Federation, ed. Helen Irving. Cambridge University Press, 1999.

Hirst, John, *The Sentimental Nation, The Making of the Australian Commonwealth*. Oxford University Press, 2000.

McQueen, Humphrey, *A New Britannia*, University of Queensland Press, 2004.

Souter, Gavin, *Lion and Kangaroo. Australia, 1901-1919, The Rise of a Nation*. Melbourne: Text Publishing, 2001.

Week 10: World War One and the ANZAC Legend

Points for discussion:

1. Why did Ellis Ashmead-Bartlett's account of the landing at Gallipoli make such a deep impact on Australians in 1915?
2. What do we learn about the qualities of Australian troops from the accounts of Ashmead-Bartlett and C.E. W. Bean?
3. Why were most Australians so enthusiastic about defending the British Empire when war broke out in 1914?
4. Has too much attention been given to the Gallipoli campaign? Have other important WWI campaigns in which Australians were involved been neglected?
5. Why did Gallipoli become such a powerful "nation-building symbol" according to Bill Gammage?
6. Why does E.M. Andrews express scepticism about W.E. Bean's official war history?
7. Why has Gallipoli become a "sacred place" for so many young Australians?

Essential readings from Section 10 of the Gare and Ritter text book:

Primary Sources

Ellis Ashmead-Bartlett, "Australians at the Dardanelles: Thrilling Deeds of Heroism," pp. 288-289

C.E. W. Bean, "*Official History of Australia in the War of 1914-1918*," pp. 290-291

Agenda Setting

Bill Gammage, "Anzac," pp. 292-296

E.M. Andrews, "The Anzac Illusion," pp. 297-301

Perspective

Bruce Scates, "Remembering Gallipoli: From the first Anzac Day service to today's backpacker pilgrimage," pp. 302-310

Opinion

Peter Stanley, "The Gallipoli Campaign: History and memory, myth and legend," pp. 311-315

Additional reading for those attempting essay question 8:

ANZAC Book [1918], C.E.W. Bean, ed., Melbourne: Sun books, 1975. Selections.

- Inglis, Ken, "Men, women and war memorials: ANZAC Australia", *Daedalus*, vol.116, no.4 (1987), pp. 35 - 59.
- Lake, Marilyn, "The Power of ANZAC" in M. McKernan and M. Browne (eds), *Australia, Two Centuries of War and Peace*. Canberra: Australian War Memorial and Allen and Unwin, 1988.
- Andrews, Eric, *The Anzac Illusion: Anglo-Australian relations during World War I*, Melbourne, 1993.
- Bean, C.E.W. and others, *Official History of Australia in the war of 1914 - 1918*, Sydney, 1921 - 42.
- Davies, Glenn A., "A World War I Anzac: The letters of Private Walter Steward 1916 - 1917 to his sister Maude in North Queensland", *Journal of the Royal Australian Historical Society*, Vol.77, pt. 1 (1991), 40 - 49.
- Thompson, Alistair, "Steadfast until death? C.E.W. Bean and the representation of Australian manhood", *Australian Historical Studies*, vol.23, no.93 (October 1989), 462 - 78.

Week 11: Great Depression & World War Two

Points for discussion:

1. Is David Potts right to claim that historians have exaggerated the physical and psychological impact of the Great Depression on Australians?
2. How difficult was it for unemployed people to survive during the Depression?
3. Who did Australians blame for the economic crisis?
4. Why did Australia immediately follow Britain into World War Two in September 1939?
5. How did World War Two change the lives of Australian women?
6. Do you think Australia was well served by its political leaders during the war?

Essential readings from Sections 12 and 13 of the Gare and Ritter text book:

From section 12: The Interwar Years

Primary Source

"The Unemployed Demonstrate," pp. 352-353

Agenda Setting

David Potts, "The Myth of the Great Depression," pp. 361-366

Perspective

Julie Kimber, "They didn't want work, you see": Inequality and blame in the Great Depression," pp. 367-374

From Section 13: World War II:

Primary Sources

"Prime Minister Robert Menzies, announcing that Australia was at war," pp.383-384

"John Curtin, 'The Task Ahead,'" pp. 384-385

"From Lipstick Cases to Cartridges," p. 385

Agenda Setting

Paul Hasluck, "The Government and the People, 1939-41," pp. 387-391

Agenda Setting

Marilyn Lake, "Female Desires: The meaning of World War II," pp. 392-397

Opinion

David Day, "Menzies and Curtin as War Leaders," pp. 406-411

Additional readings for those attempting essay questions 9 and 10:

Macintyre, Stuart. *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004.
"Sacrifice, 1914 – 1945", 156 – 98.

Spenceley, Geoff, "The Social History of the Depression of the 1930s on the basis of Oral Accounts: People's History or Bourgeois Construction?", *Journal of Australian Studies*, no. 41, June 1994, 35 - 49.

Lowenstein, Wendy, *Weevils in the Flour: An Oral Record of the 1930s Depression in Australia*, Carlton North, Vic.: Scribe Publications, 1998.

Potts, David, "Tales of Suffering in the 1930s Depression", *Journal of Australian Studies*, no. 41, June 1994, pp. 56 - 66.

Week 12: Australia in the 1960s

Points for discussion:

1. Why did many young people question authority and traditional moral values during the 1960s?
2. How did the Cold War influence Australian foreign policy?
3. What prompted the Australia to send troops to South Vietnam?
4. Why did Vietnam divide Australian society?
5. What was the significance of Australia's recognition of Communist China?

Essential readings from Section 16 of the Gare and Ritter text book:

Primary Sources

Harold Holt, "All the Way with LBJ," pp. 477-478

"Remembering Dissent," pp. 478-480

Agenda Setting

Peter Cochrane, "At War At Home," pp. 481-486

Perspective

Wayne Reynolds, "World War to Whitlam: The strategy, alliances and foreign policies of Australia's Cold War," pp. 493-501

Opinion

David Lee, "Dealing with Dragons: Australia's recognition of Communist China," pp. 502-507

Additional reading for those attempting essay question 11:

Burgmann, Verity, *Power and Protest: Movements for change in Australian Society*, Allen & Unwin, St Leonards, 1993

Edwards, Peter, *A Nation at War: Australian politics, society and diplomacy during the Vietnam War 1965-1975*, Allen & Unwin and the Australian War Memorial, St Leonards, 1997

Grey, Jeffrey, and Jeff Doyle, *Vietnam: War, myth and memory: Comparative perspectives on Australia's war in Vietnam*, Allen & Unwin, St Leonards, 1992

Out of Empire, The British Dominion of Australia, John Arnold, Peter Spearritt, David Walker, eds, Port Melbourne, 1993

Ward, Stuart. *Australia and the British Embrace: the demise of the imperial ideal*. Carlton South, Vic.: Melbourne University Press, 2001.

Week 13: In-class test

ASSESSMENTS

Tutorial Exercises: 500 words

15%

During five of our tutorials you will be required to produce a short written response to a question which is designed to test your knowledge of the sources relating to our tutorial discussions. You are asked to come to each of the tutorials in which an exercise is conducted prepared to write a response of approximately 100 words in length-half a page to a page. Together, these exercises will account for 15% of your total mark. **You will be notified of the particular tutorials in which a written exercise will be conducted via Blackboard.**

Field Report: 1,000

1 April

30%

You are required to select a site of local heritage significance and write a report about it. The site must be located on the Mid-North Coast. It can be a cemetery, a church, an historic house or an Aboriginal heritage site. In your report you will need to describe the origin of the site, its physical characteristics or, if it is a building, its architectural style. If the site you have chosen still exists, you will need to describe its present function and condition. In addition to providing this information, you are asked to assess the site's historical and cultural significance. What does it tell us about the history of the particular town or area in which it is located? Is it of national as well as of local heritage importance?

Research Essay: 2,000 words**7 May****40%**

The research essay is due at the end of Week 9. It should be a well-researched, concise and clearly written analysis of a particular topic. Choose an essay topic from the list of 11 questions which appear below.

Please stay within the word limit for each assessment item. Papers which fall below the word limit by 10% or exceed that limit by 10% will attract a penalty. Make sure you keep a copy of each of the assignments which you submit in case the originals are mislaid.

Sources for the Research Essay

The lists of readings found in the **tutorial guide** are a good place to start your research for the essay. A list of resource material is to be found on pages 18-19 of the course guide. **While your text book is a good place to start your research, you cannot rely on it alone to provide you with the material you need to produce a well-researched paper.** It is expected that you will do your own independent research using the University library. Be sure to check your local library as well.

Referencing style

The Preferred Referencing style for HIST1051 is the "Chicago Style." See the guide to footnoting at the end of the course outline.

Research Essay Questions:

1. In 1975, Geoffrey Blainey published a book entitled *The Triumph of the Nomads* in which he argued that Aboriginal Australians were a highly successful human society. Referring to Blainey's book and later scholarship, in what ways were Aboriginal people successful?
2. How did the values of 18th Century British explorers and settlers influence the way they reacted to Australia and its indigenous inhabitants?
3. Did convicts make a useful contribution to the development of Australia or were they a burden on colonial society?
4. In *Damned Whores and God's Police (1975)*, Ann Summers argued that convict women had no choice but to "service the sexual needs of the males of the Colony and were then condemned for their behaviour". Do you think this a valid description of the lives of convict women?
5. The historian Keith Windschuttle has asserted that the British settlement of Australia "was the least violent of all Europe's encounters with the New World". What evidence does he offer to support this reinterpretation? Does Windschuttle effectively challenge the claims of historians such as Henry Reynolds that white violence against Aborigines was widespread on the colonial frontier?
6. Did the Gold Rush make Australia a more democratic society?
7. Why did the six Australian colonies agree to federation?
8. The Gallipoli campaign of 1915 has been described as a rite of passage for Australia. Why has the ANZAC tradition had such a deep and enduring impact on Australian culture?
9. What were the major social and political effects of the Great Depression of the 1930s?
10. How did World War Two alter Australia's relationship with Great Britain?
11. Why did Australia fight with the United States in South Vietnam?

In-class test**15%**

This short test will be held at the end of semester. Further details about the test will be made available in due course.

| Grading guide | | |
|---------------|-----------------------|---|
| 49% or less | Fail (FF) | An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include repetition of lecture notes or core readings or a sketchy outline without argument or interpretation. |
| 50% to 64% | Pass (P) | The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced. |
| 65% to 74% | Credit (C) | The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate. |
| 75% to 84% | Distinction (D) | Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis. |
| 85% upwards | High Distinction (HD) | All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research demonstrating the skills of a critical historian - sound research using primary and secondary sources, evidence of critical analysis, well constructed and supported argument written with accuracy and style. The work shows a high level of independent thought and presents informed and insightful discussion of the topic, particularly the theoretical issues involved. |

Submission and return of Assessment Items

Both the Field Report and the Research Essay are to be submitted electronically through Turnitin via Blackboard. Both assignments will be checked using the Turnitin Plagiarism Detection Software. They will be marked on-line and comments and grades will be made available for students to read via Blackboard.

Presentation of assignments:

- **Type your assignments:** All work must be typewritten in 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

RESOURCE MATERIALS

The following list of books is provided as a general reference for students as they progress through the course and should be consulted when preparing the field report and the research essay. These references, in addition to the textbook and sources listed in the reading guide for tutorials, represent good starting points for your research. As a rule, History is a discipline that demands wide reading and you need to acquaint yourself with the resources that are available in the Port Macquarie campus library. **Most of the journals listed below are now on electronic databases.**

General Histories

Clarke, F.G. *Australia, A Concise Political and Social History*. Melbourne: Oxford University Press, 1992.

Davison, Graeme, John Hirst and Stuart Macintyre, *The Oxford Companion to Australian History*. Melbourne: Oxford University Press, 2001.

- Grimshaw, Patricia, Marilyn Lake, Ann McGrath and Marilyn Quartly. *Creating a Nation*. Melbourne: Penguin, 1994.
- Inglis, Ken. *The Australian Colonists: an exploration of social history*. Carlton, Vic.: Melbourne University Press, 1993.
- Macintyre, Stuart, *A Concise History of Australia*. Melbourne: Cambridge University Press, 2004.
- Molony, J. *A Penguin Bicentennial History of Australia*. Melbourne: Penguin, 1988.
- Oxford History of Australia* in five volumes: Tim Murray, Vol. I *Aboriginal Australia*; Jan Kociumbas, Vol. II, *Possessions, 1781 - 1860*; Beverley Kingston, Vol. III, *Glad, Confident Morning, 1860 - 1900*; Stuart Macintyre, Vol. IV, *The Succeeding Age, 1901 - 1942*; Geoffrey Bolton, Vol. V, *The Middle Way, 1942 - 1988*.
- Robertson, John. 1939-1945: *Australia Goes to War*, Doubleday, 1984.
- Rickard, John. *Australia: A Cultural History*. London: Longmans, 1988.
- Schedvin, C. B. *Australia and the Great Depression*. Sydney: Sydney University Press, 1988®
- White, Richard. *Inventing Australia*. Sydney: Allen and Unwin, 1981.
- Younger, R.M. *Australia and the Australians: A concise history*. New ed. Richmond: Hutchison of Australia, 1982.

Collections of Documents

Books of collected documents provide access to primary sources otherwise only available in archives and special collections. They will be very useful as means of finding primary sources for the essays.

- Australian Nationalism: a documentary history*, ed. Stephen Alomes and Catherine Jones. Sydney: Collins/ Angus and Robertson, 1991.
- Colonial Australia*, in three volumes. Ed. Frank Crowley. West Melbourne, Vic.: Nelson, 1980.
- Eye-Witness, Selected Documents from Australia's Past*, ed. J.T. Gilchrist and W.J. Murray. Adelaide: Rigby, 1968.
- Modern Australia in Documents*. ed. F. Crowley. Melbourne: Wren, 1973.
- Select Documents in Australian History, 1788 - 1900*. 2 vols, ed. C.M.H. Clark. Sydney: Angus and Robertson, 1950 - 55.
- Sources of Australian History*. ed. C.M.H. Clark. London: Oxford University Press, 1977.
- Such Was Life, Select Documents in Australian Social History*. 2 vols. Ed. R. Ward and J. Robertson. Sydney: Alternative Publishing, 1978 - 86.
- Uphill All the Way: a documentary history of Women in Australia*. ed. K. Daniels. Brisbane: University of Queensland Press, 1980.

Useful References

- Aitkin, Don, Brian Jinks and John Warhurst. *Australian Political Institutions*. 5th ed. Melbourne: Addison Wesley Longman, 1996.
- Australian Dictionary of Biography*. ed. D. Pike and N.B. Nairn. Melbourne: Melbourne University Press, 1966 - 96. This multi-volume work gives a brief biography of prominent Australians.
- Davison, Graeme, John Hirst and Stuart Macintyre ed. *The Oxford Companion to Australian History*. Melbourne: Oxford University Press, 1998
- Meaney, Neville. *Australia and the World: A Documentary History from the 1870s to the 1970s*. Melbourne: Nelson, 1995.
- McMinn, W. G. *A Constitutional History of Australia*. Melbourne: Oxford University Press, 1979.

Journals

Important scholarly articles are to be found in the following journals: *Aboriginal History*, *Australian Cultural History*, *Australian Historical Studies*, *Australian Journal of Politics and History*, *History Australia* (continues *AHA Bulletin*), *Journal of Australian Studies* *Journal of the Royal Australian Historical Society*, *Labour History*, and *Melbourne Historical Journal*

Internet Sources

The internet offers possibilities for accessing material not available in the library. Useful links to some important internet sources may be found in the **Web Resources folder** of Blackboard. **Warning about Online Sources:** While the internet contains much recently published material and permits access to resources such as photographs and documents in distant repositories, it should be used with caution. A great deal of material is authored by enthusiasts whose work is not in keeping with the assumptions of scholarly historians.

Why use footnotes?

A consistent form of referencing is essential to an essay not only to avoid plagiarism, but also to indicate your sources to the reader and make access to them possible. You will often find that the notes in the works you read can lead to valuable additional sources for your own research. In turn, you should lead the reader to your sources to strengthen the authority of your work. There are many systems of footnoting in use. Within the discipline of History, we require that you use footnotes in the Chicago Style. Footnotes are particularly suited to History writing for two main reasons. They are flexible enough to identify the wide variety of sources used by historians, which include books, artifacts, films, photographs, slips of paper and oral history tapes. In addition, because they appear in full on the page on which the material was used, footnotes allow the active reader to make an immediate assessment of the nature of the source and to judge its appropriateness and persuasiveness as used by the author.

When are footnotes necessary?

Footnotes are necessary to acknowledge all quotations and key ideas from your sources which are not common knowledge. If a statement is common knowledge, it may be included in the body of the paper without need of further comment in a footnote. For example, you would not need to provide a source for the years of Cook's visit to Australia or of Federation.

Use footnotes to give the source of:

- direct quotations
- an unusual or disputed opinion
- important statistics
- any similar facts
- a pithy or memorable phrase or one that gives contemporary colour
- close paraphrases

Other points about footnotes:

- Failure to acknowledge another author's words or ideas is dishonest and is not acceptable in essay writing in History. It is called plagiarism, and may attract serious penalties.
- You may also wish to use notes to make additional points, comments on sources or present information which supports your argument but which would clutter the main body of the essay, although this should be kept to a minimum.
- In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay. Writing the text and then adding footnotes often leads to errors and omissions.
- Do not quote from encyclopaedias, your lecture or tutorial notes or non-academic sources. As a rule of thumb, works which do not have footnotes are generally not suitably rigorous to be used as sources for writing history essays.

Some examples:

There are a number of conventions to follow in writing footnotes. The following is based upon the University of Chicago style and is considered an acceptable method for referencing in History. Please pay careful attention to the order in which information is presented and to punctuation.

(a) Complete Initial Citation

(I) **Books**

A.G.L. Shaw, *Convicts and the Colonies* (London: Faber, 1966), 217.

(ii) **Journal Articles**

L. Carroll, "Carnival Rites as Vehicles of Protest in Renaissance Venice," *The Sixteenth Century Journal* 16 (1985): 497 - 502.

(iii) **Chapters from Books**

V.L. Parrington, "Andrew Jackson, Agrarian Liberal," in *Jacksonian Democracy, Myth or Reality*, ed. J.L. Bugg (New York: Holt, Rinehart and Winston, 1962), 34.

(iv) **Theses**

A.S. Madew, "Agriculture in the Hunter Valley, 1830 - 1850." (M.A. thesis, University of Sydney, 1960), 50.

This differs from a book because it has not been published. Therefore, the title is in quotation marks and not underlined or in italics. It is identified as a thesis, for which degree, from which institution and in which year accepted.

(v) **Official Documents**

New South Wales Parliamentary Debates, first series, vol. XXXI (Sydney, 1879-1900), 2173-78, 25 June 1892.

There is no personal author, so begin with the title of the document, then identify the reference by referring to volume, years, page and date.

(vi) **Manuscripts**

Parkes to T.T. Ewing, 2 May 1891, Parkes Correspondence, Mitchell Library, A907, p. 31.

Nothing is published, so nothing is underlined. Although not all manuscripts will have all of these details, give the fullest possible account so the reader can find the reference if necessary - including the library or archives, the collection and the cataloguing number.

(vii) **Newspapers**

Sydney Morning Herald, 19 May 1932.

(viii) **Electronic sources**

Provide the same information as with reference to a hard copy published work, plus the title of the website in words, the full internet address of the site in <> and the date accessed in round brackets.

Joseph Banks, Journal of an Excursion to Chatham, 21 January 1767, Sir Joseph Banks Papers, Series 03.615, Mitchell Library.

<http://www.sl.nsw.gov.au/banks/series_01/01_start.htm> (3 February 2003).

(b) Subsequent citations

These are used in subsequent references to a source already listed in a full footnote. Use of the abbreviations saves writing the same footnote information each time reference is made to a source. The most frequently used abbreviations are ibid. and the short title.

Ibid. This is the abbreviation of ibidem, a Latin word meaning "in the place". Because it is an abbreviation, it must be followed by a full stop; because it is from another language, it must be underlined. When used as the first word in a footnote, it must be capitalised. Ibid. can only be used when references to the same book immediately follow each other.

1. A.G.L. Shaw, *Convicts and the Colonies* (London: Faber, 1966), 217.

2. Ibid. [indicates same page of same book]

3. Ibid.,10. [indicates same book as 2 but a different page]

If references do not immediately follow one another, a short title should be used to refer back to a source already cited.

1. Richard Cashman, *Wicket Women, Cricket and Women in Australia* (Sydney: University of NSW Press, 1991), 121.

2. L.F. Crisp, *Australian National Government*, 4th ed. (Melbourne: Longman Cheshire, 1978), 83.

3. Cashman, *Wicket Women*, 124 - 126.

[Note that short title must still make sense and identify the book - not just *Wicket* for example.]

(c) Footnote Numbers

1. These should appear at the end of the quotation or at the end of the passage to which they refer and should be placed after the full stop.

... "those of the men to whom he entrusted his fortune" .²³

If you do not have a word processing programme which inserts the numbers, put the footnote number in brackets at the same location: (23)

2. Numbers should be used consecutively throughout the essay. Do not begin with footnote 1 on each page.
3. Footnotes should appear at the bottom of the page on which the reference is made. Notes at the end are called "endnotes". Although they are frequently used, they are more cumbersome for the active reader to use than footnotes.

Bibliography

1. Place the bibliography on a separate sheet at the end of the essay headed "Bibliography".
2. It should include all books and articles consulted whether actual quotations are taken from them or not.
3. Never include any book not used.
4. Primary sources (letters, diaries, official documents) should be listed separately from secondary sources (works of history)
5. Within these categories, entries should be arranged in alphabetical order by authors' surnames.

The method of writing bibliography is very similar to footnoting.

(I) **Books**

Shaw, A.G.L. *Convicts and the Colonies*. London: Faber, 1966.

(ii) **Journal Articles**

Carroll, L. "Carnival Rites as Vehicles of Protest in Renaissance Venice." *The Sixteenth Century Journal* 16 (1985): 486 - 503.

(iii) **Chapters from Books**

Parrington, V.L. "Andrew Jackson, Agrarian Liberal." In *Jacksonian Democracy, Myth or Reality*, ed. J.L. Bugg. New York: Holt, Rinehart and Winston, 1964.

(iv) **Theses**

Madew, A.S. "Agriculture in the Hunter Valley, 1830 - 1850". M.A. thesis, University of Sydney, 1960.

(v) **Official Documents**

New South Wales Parliamentary Debates. First series, vol. XXXI. Sydney: W. and F. Pascoe, 1892.

(vi) **Manuscripts**

Parkes Correspondence, Mitchell Library, A907.

(vii) **Newspapers**

Sydney Morning Herald.

(viii) **Electronic Sources**

Banks, Joseph. Journal of an Excursion to Chatham, 21 January 1767, Sir Joseph Banks Papers, Series 03.615, Mitchell Library.

<http://www.sl.nsw.gov.au/banks/series_01/01_start.htm> (3 February 2003).

Note that entries longer than a single line should be reverse indented. Some word processing programs call this a hanging indentation. This makes it simple to scan the left side of the page for a particular author.