HIST 1010/1901 Foundations of Australian Society
Course Outline

Course Co-ordinators: Dr Erik Eklund & Dr Peter Henderson
Room: MCLG17a
Ph: 2 49215217
Fax: 2 49216940
Email: hist1010@newcastle.edu.au
Consultation hours: TBA

Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods: Lecture & Tutorial

Course Overview

Brief Course Description
Surveys the development of colonial Australia until the time of Federation. The subject will be divided into different sections, which will consider the foundation of Australia, its political, economic and social development from convict colony to nation, and life in nineteenth-century Australia. Some specific topics to be considered include Aboriginal society, convictism, the growth of Australian political institutions, the bush legend, and life in nineteenth-century Australian cities.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Learning Materials/Texts

Course Outline Issued and Correct as at Week 1, Semester 1, 2006
CTS Download Date 31 January 2006
Course Objectives
Provide students with a broad understanding of the major developments in Australian history from Aboriginal colonisation to 1901, expose students to various historical debates and the different perspectives that have been applied to Australia's past and encourage the development of good research and writing skills, with a particular focus on how to write a history essay.

Course Content
The course is divided into three broad thematic sections which will consider the foundation of Australia, the political, economic and social development from convict colony to nation, and life in nineteenth-century Australia. Within these broad thematic sections a wide variety of different topics will be considered. These include Aboriginal Australia, the arrival of the Europeans, their efforts to create a new society far from their homelands, the Federation of Australia as a nation in 1901, and the type of lives which different groups in the new Australian society constructed within the limits imposed upon them.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, on line quiz, essay proposals, bibliographies or other similar exercises, totaling 1,000 - 3,000 words, 50 - 70%</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>Formal exam or class test, as specified in the course guide, 30 - 60 %</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester.</td>
</tr>
</tbody>
</table>

Assumed Knowledge
None
## Callaghan Campus Timetable

**HIST1010**

**FOUNDATIONS AUSTRALIAN SOCIETY**

Enquiries: School of Humanities and Social Science - Semester 1 - 2006

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Wednesday</th>
<th>13:00 - 15:00</th>
<th>[HGD7]</th>
<th>With HIST1901 Commences Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Friday</td>
<td>15:00 - 16:00</td>
<td>[MCG28C]</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>90:00 - 10:00</td>
<td>[MCLG59]</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>16:00 - 17:00</td>
<td>[MCG28C]</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>12:00 - 13:00</td>
<td>[MCG28C]</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>[HA116]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>[HA142]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>17:00 - 18:00</td>
<td>[HA64]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>17:00 - 18:00</td>
<td>[HA110]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>17:00 - 18:00</td>
<td>[HA116]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>18:00 - 19:00</td>
<td>[HA122]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>18:00 - 19:00</td>
<td>[GP3-16]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>90:00 - 10:00</td>
<td>[GP1-30]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[MCLG59]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[GP3-20]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>11:00 - 12:00</td>
<td>[MCLG44]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>15:00 - 16:00</td>
<td>[GP3-22]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Friday</td>
<td>16:00 - 17:00</td>
<td>[MCLG59]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>17:00 - 18:00</td>
<td>[GP3-18]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>17:00 - 18:00</td>
<td>[HA110]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[W238]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[W308]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[GP2-12]</td>
<td>Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[V25]</td>
<td>Commences Week 2</td>
</tr>
</tbody>
</table>
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of 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 plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. 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;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006

For semester 2 courses: 31 August 2006

For Trimester 1 courses: 18 February 2006

For Trimester 2 courses: 10 June 2006


Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

**Contact Details**

**Faculty Student Service Offices**

The Faculty of Education and Arts

Room: GP1-22 (General Purpose Building)

Phone: 0249 215 314

**The Dean of Students**

Dr Jennifer Archer

Phone: 492 15806

Fax: 492 17151

resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The 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 please contact the Disability Liaison Officer on 49 21 5766, or via 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 related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Essential Criteria in Assessment

This course contains THREE compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described above.

Online Tutorial Registration:

Students are required to enrol in a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: 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.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. 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:** All assignments are date-stamped upon receipt. However, 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 hard copy and on disk.

Online copy submission to Turnitin

Students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- **ESSAY**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both online and Turnitin versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

Special Consideration/Extension of Time Applications

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
**Appeals**
Students may appeal against their final result for a course. Please consult the University policy at:

**Return of Assignments**
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counseling, the Health Service and a range of free Student Support Services can be found at:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>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 extensive plagiarism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% to 64%</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65% to 74%</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75% to 84%</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HIST 1010 FOUNDATIONS OF SOCIETY
DETAILED COURSE GUIDE

HIST 1010 is a survey of Australian history up until the time of Federation. The course is divided into three broad thematic sections that will consider the foundation of Australia, its political, economic and social development from convict colony to nation, and life in nineteenth-century Australia.

Within these broad thematic sections, we have a variety of topics to consider and different perspectives to examine. We will start with Aboriginal Australia, followed by the arrival of the Europeans and their efforts to create a new society far from their homelands, eventually resulting in the Federation of Australia as a nation in 1901. In the final section, we will consider the type of lives which different groups in the new Australian society constructed within the limits imposed upon them.

Specifically, this course has three objectives:
1.) provide students with a broad understanding of the major developments in Australian history from Aboriginal colonisation to 1901
2.) expose students to various historical debates and the different perspectives that have been applied to Australia’s past
3.) Encourage the development of good research and writing skills, with a particular focus on how to write a history essay.

More generally, this course seeks to provide you with an informed understanding of Australia’s history and how the past has shaped, and continues to shape, our present and our future. Every effort will be made to follow the programme as outlined below, however, developments outside the control of the School may influence our ability to resource the programme. Students are encouraged to keep in touch with the School Office, and with their tutors, for any changes.

LECTURES are a guide to the main themes of the course (though that does not mean they should be regarded as the “authorised version” of Australian history). Lectures will usually provide broad overviews of a period, idea or event that will be supplemented by tutorial discussions later in the week. Lectures form the backbone of the course and attendance is essential. Dr Peter Henderson will deliver most of the lectures with input from Dr Erik Eklund, but guest lecturers will be brought in at various points.

TEXTBOOK: The textbook for this course is Martin Crotty & Erik Eklund eds. Australia to 1901: Readings in the Making of a Nation. Melbourne: Tertiary Press, 2003. It is available from the Campus Bookshop in the Union Building or the Co-op Bookshop in Perkins Street, Newcastle.

TUTORIALS provide a venue for closer discussion of particular themes and allow students to pursue issues which may not be clear from lectures or general reading. They are a vital part of the learning experience and we usually find students who miss more than three classes have proportionately more difficulty in their assessment items. Successful tutorials depend on student participation. Rather than “mini-lectures,” tutorials should consist of informed discussion and debate. Be prepared to answer the questions posed and contribute; your tutor will not hesitate to put you on the spot for an informed opinion.

Tutorial Registration: Online registration is compulsory and is available from 30 January until the end of Week 2 at http://www.newcastle.edu.au/intranet/student/online-services/index.html

Students with paid work or family commitments are urged to register for a tutorial class early as classes fill very quickly and are limited in number. The School does everything possible to provide students with convenient tutorial times, but we cannot guarantee a place in a particular class, especially after Orientation Week.
LECTURE THEATRE ETIQUETTE: Teaching large classes is a major challenge for lecturers. We do our best to present well-prepared, and informative lectures in a fashion that is interesting and occasionally entertaining. In return, we request that students observe a few simple rules of etiquette out of respect both for the lecturer and for their fellow students.

1.) Please be there on time. If you are late, please enter at the back and seat yourself quietly and discreetly.
2.) Students are asked not to leave lectures early. If you simply have to, sit near to the rear exit and leave as quietly as possible.
3.) MOBILE PHONES MUST BE TURNED OFF.
4.) Please do not talk during the lecture. It is discourteous to the lecturer and distracting for other students. Students who persistently interrupt will be asked to leave.
5.) There is a discussion board dedicated to lecture content accessible in Blackboard. Follow the links under ‘Communication’ and then ‘Discussions Board’. We will answer or discuss any questions or comments raised by students in this forum.

Student Communication
This is a large course where it is easy to feel lost. The following resources will help you stay in touch.

Blackboard: HIST1010 is supported by the BlackBoard online learning system. For details go to http://www.blackboard.newcastle.edu.au/
The course has a dedicated web page, accessed through Blackboard, which contains important information, copies of lecture presentations, opportunities for comments and discussion, as well as online quizzes and access to further resources. Make sure you monitor it on a regular basis.

Studentmail: Student email is an official form of University communication. Make sure you monitor it on a regular basis. For details go to http://www.newcastle.edu.au/services/computing/studentmail/

In general if you need administrative information about the timetable, the date your essay is due, or similar details please check the course guide, Blackboard or ask at the School of Humanities and Social Science office (MC127 McMullin Building). The School office can provide information on forms, extensions, applications for special consideration, advice on tutorial registration, etc.

If you have a general academic query you might like to post it to the Blackboard Discussion board, or bring the issue up in a tutorial class.

If you need personal academic advice you should talk to your tutor. The contact details for all HIST 1010 tutors are readily available on Blackboard. You can also email your request to the dedicated HIST1010 email address: hist1010@newcastle.edu.au
ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online Quiz</td>
<td>20%</td>
<td>Complete online in Week 6</td>
</tr>
<tr>
<td>2. Essay (1,500 words)</td>
<td>30%</td>
<td>13 May</td>
</tr>
<tr>
<td>3. Exam</td>
<td>50%</td>
<td>13 June to 30 June</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1. **Online Quiz - 20%**
   This quiz should be completed online during Week 6 instead of normal tutorials. One section consists of multiple choice questions relating to what you learned by reading the ‘Essay Writing Guide’, accessed through the Blackboard course web page, and the Library’s introduction to Newcat at -

   A second section consists of multiple choice questions taken from the tutorial readings from Week 2 through to Week 5. Access the quiz through the Blackboard course web page from 6am Monday 27 March until 6pm Friday 31 March. Further instructions will be provided in Blackboard.

   Note: Do not leave the quiz until the end of the week since computer problems may make you miss the deadline. Students who experience computer problems during the quiz should contact the Course Co-ordinator.

2. **Essay - 30%**
   The essay will deal with material covered in the first ten weeks of lectures and tutorials. Choose one question from any of the topics listed from page 29 of this course guide. The maximum length for this essay is 1,500 words. It is due no later than 5 pm AEST on 12 May.

   The books which are listed should generally be sufficient for the completion of this essay, and all are placed on Short Loans. However, you are welcome to go beyond the suggested reading list. Where copyright allows, some material is available through Short Loans on-line.

   If you wish to see models of outstanding essays, consult Super Scripts 1, 1999, and Super Scripts 2, 2000 and Super Scripts 3, 2001. These are collections of the best History essays submitted in 1998, 1999 and 2000. All are available in the short loans collection in the library (filed alphabetically with article photocopies).

   Please note the **word length** for the essay includes footnotes. Essays which exceed the word length will either be returned for editing to the required word limit, or they will have 10 percent of the marks deducted.

   If you require an **extension**, you should see the course co-ordinator or your tutor before the due date. You will be required to present documentation of illness or other compelling reason for not being able to complete the essay on time. No work will be accepted after Week 14

   **Submit** your essay to the ‘Digital Drop Box’ in Blackboard (see under ‘Student Tools’). Your essay may be checked using the Turnitin Plagiarism Detection Software. Download the Assignment Cover Sheet. Fill it in and include it at the beginning of your file. You should name your file Questionnumber-year-surname-studentnumber.

   For example a file name of 2-2006-smith-2108798 indicates a student who has done question 2 in 2006 with the surname of Smith and a student number of 2108798.

   Please refer to the back of the Course Guide for guidelines on footnoting.
3. Formal Exam - 50%
There will be a two-hour exam held during the University examination period (13 June to 30 June). The exam is divided into two sections. In the first section, students will be required to write three short answers of about one to two pages in length. These questions will be drawn from material covered in tutorials and lectures from Week 6 through to Week 13.

In the second section, you will be asked the following question:

Discuss the idea of ‘historical significance’. Use three examples taken from this course. The examples can be events, people, or themes or any combination of these.

The best form of preparation is regular attendance of lectures and tutorials, and completion of the essential reading, throughout the semester. You can make notes on this topic throughout the semester and remember to ask your tutor and your fellow students for their thoughts.

Note that the University recognises only documented medical conditions and religious observances as grounds for non-attendance.

Tutorial attendance and participation
Attendance at tutorials and participation in the discussion constitutes an important element of learning and of contributing to the learning of others. We find that students with low attendance rates have disproportionately high failure rates. A roll will be marked every week and consulted when we finalise the grades for the entire course.
READING GUIDE

The following list of books is provided as a general reference for students as they progress through the course and should be consulted when researching for the minor and major essays. 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 library and learn to use them effectively. The Library runs introductory tours during the first two weeks of the semester, which every student should complete. For details of the library’s information and computer literacy training, go to http://www.newcastle.edu.au/intranet/student/online-services/index.html and follow the links under ‘Learning Services’.

GENERAL HISTORY


USEFUL REFERENCES


SKILLS TRAINING
One of the questions students commonly ask is “What does history train me to do?”

Obviously the subject matter provides you with essential knowledge if you are to become a school teacher or a university lecturer. But there are many other things you will learn by majoring in History which are vital elements of what educationalists call “life-long learning”. These comprise crucial research and writing skills, as well as the ability to think critically and to articulate your views verbally. Increasingly in this age of rapidly expanding information technology, employers seek people who are computer and information literate. Therefore, mastering basic computer and library skills are necessary to complete this course.

These are the skills we ask our first year students to develop:
1. Locate and critically read secondary literature (especially monographs and articles).
2. Interpret a historical source (distinguish primary and secondary sources; work with primary sources).
3. Establish consistent, organised writing skills (how to plan an essay; sequencing an argument; technical referencing conventions).
4. Participate in oral discussions (sharing of information; how to pose an argument orally).
5. Elementary computer skills (use of computerised databases, Blackboard web pages, word processing etc.)

These skills will equip you for study in upper level history courses but are also broadly applicable to many other courses, as well as life beyond University in the paid workforce.
INTRODUCTION

Week 1, 22 February
L1: Administration and Introduction
L2: Why Study History?
    Textbook reference: Introduction

No Tutorials in Week One

SECTION ONE - FOUNDATIONS

Week 2, 1 March
L1: Aboriginal Society: A Non-Indigenous Viewpoint
    Textbook reference: Chapter 1
L2: Aboriginal Society: The Dreaming
    Textbook reference: Chapter 1

Tutorial: Aboriginal Society and the Beginnings of Australian History

Week 3, 8 March
L1: British Society in the Eighteenth Century
    Textbook reference: Chapter 2
L2: European Perceptions of the Australian Continent: “The most miserablest people…”
    Textbook reference: Chapter 2

Tutorial: European Reactions to Australia

Week 4, 15 March
L1: The Decision to Colonise Botany Bay
    Textbook reference: Chapter 3
L2: Convict Australia: “A colony barely emerging from infantile imbecility”
    Textbook reference: Chapters 4 & 5

Tutorial: Histories of Convict Women

Week 5, 22 March
L1: Emigrants: Who left Britain and Why?
    Textbook reference: Chapter 6
L2: Immigrants: Arrival and adjustment
    Textbook reference: Chapter 6

Tutorial: The Migration Experience
## SECTION TWO - CONVICT SOCIETY TO NATION

### Week 6, 29 March
L1: Squatters and the Growth of Pastoralism  
Textbook reference: none  
L2: Using the Library Effectively

Tutorial: No tutorials. Complete the Online Quiz

### Week 7, 5 April
L1: Political Developments: From Autocracy to Democracy  
Textbook reference: none  
L2: The Gold Rushes  

Tutorial: Gold Rushes

### Week 8, 12 April
L1: Race Relations on the Frontier: “Nobody gonna be alive”  
Textbook reference: Chapter 8  
L2: Federation: “A nation for a continent and a continent for a nation”  
Textbook reference: Chapter 14

Tutorial: The Frontier

### Mid-Semester Break 14 – 30 April

### Week 9, 3 May
L1: Researching and Writing History

Tutorial: Essay Consultations

## SECTION THREE - WORKING AND LIVING IN NINETEENTH-CENTURY AUSTRALIA

### Week 10, 10 May
L1: Urbanisation and City Life  
Textbook reference: none  
L2: Country Lives  
Textbook reference: Chapter 9

Tutorial: Ned Kelly

### Week 11, 17 May
L1: The Bush Legend  
Textbook reference: Chapter 10  
L2: The Rise of Working Class Politics  
Textbook reference: Chapter 11

Tutorial: The Great Strikes
Week 12, 23 May
L1: Aboriginal Lives: “Now we are old, and I am miserable…”
   Textbook reference: Chapter 12
L2: The ‘Woman Movement’ and the Suffrage Campaign
   Textbook reference: Chapter 13

Tutorial: Missionaries and Aborigines

CONCLUSION

Week 13, 30 May
L1: Australia at Federation: Winners, Losers and Legacies
   Textbook reference: Chapter 14 & Conclusion

Tutorial: no tutorials

Week 14, 7 June

No classes.
**Week 2 Tutorial: Aboriginal Society and the Beginnings of Australian History**

In this tutorial we have two distinct issues which we wish to consider. The first relates to the nature of Aboriginal society, and in particular Aboriginal relationships to the land. We will look at both the strength of the spiritual connection to the land as well as the Aboriginal knowledge of the land which allowed them to survive and live in harmony with an often harsh and difficult environment.

Aboriginal history is extraordinarily rich. But until recent times it has been seen as largely irrelevant for most non-Indigenous Australians – it is “their” history and not “ours.” Australians of European descent have traditionally only identified with Australian history from 1788 onwards. In the opening chapter of his *A Concise History of Australia* Stuart Macintyre presents us with a number of different ways of understanding Australia’s origins. We will discuss these different perspectives and consider the different ways in which Australia’s origins can be understood today.

**Some questions to consider:**

a.) Compare and contrast Rowlands’ account with that of Macintyre’s.

b.) How do Aboriginal versions of history differ from traditional European ones?

c.) Can Aboriginal history ever offer a past which all Australians can relate to?

**Essential Reading (Note - all Essential Reading is in the text book)**

Crotty & Eklund ed. *Australia to 1901*, Chapter 1.

**Further Reading**


Week 3 Tutorial: European Reactions to Australia

When Europeans first saw Australia they did not interpret it with blank minds. They had cultural and intellectual predispositions, pre-existing ideas and frames of reference within which they interpreted what they saw in Australia – from the landscape itself to its native inhabitants, the Aboriginal people. How the Europeans interpreted Australia played a major role in how they acted towards the country and its people.

We turn our attention to primary sources for the first time in the programme by examining the writings of three of the early European visitors to Australia – William Dampier, who visited in 1688 and 1699 in search of spices and other valuable commodities, and James Cook and Joseph Banks, who followed in 1770.

Some questions to consider:

a.) Referring to both the lecture on Britain in the eighteenth century and the textbook reading, what were the principal ideas Europeans brought with them?
b.) What are the main points of similarity in the accounts of Dampier, Banks and Cook?  
c.) In what ways do their accounts differ, and why?  
d.) How do you think the attitudes portrayed in their writings would have influenced subsequent European approaches to Australia and its inhabitants?

Essential Reading:
Crotty & Eklund, ed. Australia to 1901, Chapter 2.

Further Reading
Week 4 Tutorial: Histories of Convict Women

This week exposes students to a historical controversy, or revision. History as a discipline was once a dry body of knowledge that students were required to master. In the last thirty years, the discipline has opened up to new interpretations, and historical controversies and different perspectives have multiplied.

One of the most productive areas of historical revision has been work on the lives of convict women. Since the 1970s, feminist historians have challenged an older and overwhelmingly negative view of convict women. They have done so in a number of ways, three of which we consider in this tutorial. The first reading is from Anne Summers’ ground-breaking book first published in 1975, titled Damned Whores and God’s Police. The second and third readings are more recent and illustrate new and different challenges to the historical orthodoxy, evidence of how the feminist interpretation has itself evolved and been re-worked.

Some questions to consider:

a.) How did the historical orthodoxy depict convict women?
b.) Why do you think this orthodoxy arose?
c.) In what ways do these three authors challenge the orthodoxy?
d.) Why do you think historians keep changing their minds about convict women?

Essential Reading
Crotty & Eklund, ed. Australia to 1901, chapter 5.

Further Reading
Crotty & Eklund, ed. Australia to 1901, chapter 4.
Week 5 Tutorial: The Migration Experience

After convicts came free migrants. The initial numbers were small, especially compared to the great flood of migrants from Europe to the ‘New World’. After the Gold Rushes, however, the European population of the Australian colonies expanded dramatically.

We can not understand colonial Australia without looking at patterns of migration, and its profound effect on this new society. Australian society had a high proportion of migrants from England, Ireland, Wales and Scotland, but reactions to non-Anglo migrants were less than welcoming. These reactions eventually crystallised into the ‘White Australia’ policy by the beginning of the twentieth century.

Some questions to consider:

a.) Did assisted immigration replace transportation as a means to send peasants and paupers to Australia?
b.) How can we assess the ‘quality’ of migrants coming to Australia? How do we balance the relative importance of assisted or unassisted migration?
c.) What kinds of social, political and economic effects did migration have?
d.) To what extent did the ethnic origin of migrants affect their reception and adjustment to colonial life?

Essential Reading
Crotty & Eklund, ed. Australia to 1901, chapter 6

Further Reading
Fitzpatrick, David ed. Home or Away?: Immigrants in Colonial Australia. Canberra: Division of Historical Studies and Centre for Immigration and Multicultural Studies, Research School of Social Sciences, Australian National University, 1992.
Haines, Robin, Nineteenth century government assisted immigrants from the United Kingdom to Australia: schemes, regulations and arrivals, 1831-1900 and some vital statistics 1834-1860. Adelaide: Flinders University of South Australia, 1995.
Week 6 Tutorial

**No tutorials.** Read the Essay Writing Guide, accessed through the Blackboard course web page, and work through the Library’s introduction to Newcat at -

Then complete the Online Quiz this Week. Access the Quiz through the Blackboard course web page. You can complete a practice quiz before taking the assessable quiz.

The Online Quiz is an assessable exercise.
Week 7 Tutorial: The gold rushes and the Chinese

The large-scale mining of gold from the early 1850s changed the colonies forever. Gold brought migrants, economic growth, political change and considerable social and political unrest.

This tutorial introduces the broad impact of the gold rushes on the colonies and then concentrates on the reactions of European diggers towards Chinese diggers and Chinese culture in general. By focusing on some informative primary sources we can begin to discern the range of factors that influenced, and at times actively encouraged, negative perceptions of the Chinese.

Some questions to consider:

a.) What kinds of objections did European diggers have to the Chinese?
b.) What factors allowed anti-Chinese animosity to be converted into acts of violence?
c.) Why do you think some colonial politicians played on people’s fears of the Chinese?

Essential Reading:
Crotty & Eklund ed. Australia to 1901, Chapter 7.

Further Reading
Week 8 Tutorial: Race Relations on the Colonial Frontier

It was once accepted that Australia was peacefully settled, that Europeans moved into an empty land and no-one seriously opposed them. In recent times, however, many historians have pointed out that Aboriginal people owned Australia before the arrival of the Europeans, and that they fiercely resisted European encroachment onto their traditional lands which provided their livelihood and with which they had an intimate spiritual connection. The new interpretation of Australian history has used terms such as “invasion” and “genocide,” both of which have seriously challenged many people’s traditional understandings of, and connections with, Australian history. More recently, this version of our history has in turn been challenged especially through the publication of Keith Windschuttle’s The Fabrication of Aboriginal History in late 2002, and through a series of media debates and opinion pieces in major Australian newspapers.

In this tutorial, we examine some of the causes and forms of mistreatment of Aboriginal people, concentrating on the frontier where the violence was usually the worst. We also consider a chapter by Henry Reynolds, one of the foremost authors of colonial race relations, and his thoughts on why many non-indigenous Australians find the revelation of frontier violence so unsettling.

Some questions to consider:

- c.) What forms did frontier violence take?
- d.) What were some of the principal causes of conflict on the frontier?
- c.) Why do you think historians ignored frontier violence for much of the twentieth century?
- d.) How does an appreciation and awareness of frontier violence challenge many commonly-held ideas about Australian history?

Essential Reading:
Crotty & Eklund ed. Australia to 1901, Chapter 8

Further Reading
Week 9 Tutorial: Essay Consultations

Individual consultations with your tutor regarding the progress of your essay, where possible in normal tutorial times.
Week 10 Tutorial: Ned Kelly

Ned Kelly (1855-1880) was Australia’s most famous bushranger, and he remains probably the most well-known figure in Australian history. Born in 1855, he was in trouble with the law on several occasions before turning bushranger in 1878 after he had helped his brother Dan evade arrest.

With Joe Byrne and Steve Hart, the two Kelly brothers formed the “Kelly gang.” At Stringybark Creek on 26 October 1878 the gang killed three of the four policemen that were hunting them. They later robbed a homestead and a bank, bailed up Jerilderie, murdered a police informer, and attempted to derail a train carrying police reinforcements to Glenrowan, a town they held under their control. In a shootout with police on 28 June the other members of the gang were killed. Ned survived to face trial, and for his crimes was hanged on 11 November 1880.

Ned Kelly was pursued by the authorities as an outlaw and a murderer, but he had a large number of sympathisers. In this tutorial we consider some of the reasons for why this might have been so by looking at how land selection practices produced an alienated rural class, and how Ned Kelly’s rhetoric and boldness captured the imagination and sympathies of these people.

Some questions to consider:

a.) In what ways were the squatters able to manipulate land selection to further their own interests?

b.) What broader tensions did the conflict between Kelly and the police symbolise?

c.) In what ways does Ned Kelly portray himself as a heroic character?

d.) Why do you think Ned Kelly was able to attract such support from many people?

Essential Reading
Crotty & Eklund, ed. Australia to 1901 Chapter 9.

Further Reading
Week 11 Tutorial: The Great Strikes

The 1890s was a momentous decade in Australian history. As well as the depression and the rise of Australian nationalism, the decade also saw great industrial and political conflict. The growing strength of the unions and the downturn in Australia’s economic fortunes in the late 1880s helped trigger a series of strikes, principally in the pastoral and maritime industries. When these strikes were crushed, the labour movement redoubled its efforts to gain political power as a means for improving the living conditions of working people. These efforts led to the development of the Australian Labor Party in all colonies in the 1890s and federally by 1902.

This tutorial looks at the rise of organised labour as a political force in the colonies, and asks broader questions about the role of class and class conflict in Australian history.

Some questions to consider:

a.) What role did a sense of class and class conflict play in the growth of trade unions?
b.) What were the consequences of the defeat of the Maritime Strike?
c.) In what ways were whole communities, beyond just paid workers, involved in the strike?
d.) What were the short-term and long-term political outcomes of this tumultuous decade?

Essential Reading
Crotty & Eklund ed. Australia to 1901. Chapter 11.

Further Reading
Week 12 Tutorial: Missionaries and Aborigines

One of the more well-intentioned aspects of the European venture in Australia in the nineteenth century was the attempt to “Christianise and civilise” the Aboriginal people. Church leaders in Britain, believing that the Aboriginal people were savage and miserable because they had not discovered Christianity, sent missionaries to Australia to draw the Aboriginal people away from their traditional life and into what was believed to be a higher form of civilisation which promised happiness and access to the gates of heaven.

Missionary activity was a double-edged sword. On the one hand, the missionaries were often lonely voices crying out against the brutalities of the settlers; on the other they viewed the Aboriginal people as inferior and tried to destroy, rather than protect, their traditional ways of living and their traditional modes of belief.

In this tutorial we consider missionary activity as a whole in Australia, and examine the experiences, ideas and beliefs of three missionaries.

Some questions to consider:

a.) In what ways did the interests of missionaries diverge from the interests of settlers?
b.) How did you find the experience of reading the missionary diaries? What might explain some of your reactions?
c.) How would you variously characterise the attitudes of Gribble, Watson and Halcombe towards Aboriginal people?
d.) Do you think the missionaries deserve to be remembered with admiration, or were they agents of a colonial culture seeking to destroy Aboriginality?

Essential Reading
Crotty & Eklund ed. Australia to 1901, Chapter 12.

Further Reading
Essay Questions

The 1,500 word essay is based on topics up to and including Week 10. The essay is due no later than 5 pm AEST on Friday 13 May. Every essay should include proper references and a bibliography. See the last page of this Course Guide. More details on formatting are also contained in the Assignment Cover Sheet, available from the School of Liberal Arts Office, and downloadable from the Blackboard course web site under ‘Course Information’. Your essay may be checked using the Turnitin Plagiarism Detection Software. Make sure you keep a copy of your essay.

Submit your essay to the ‘Digital Drop Box’ in Blackboard (see under ‘Student Tools’).
Download the Assignment Cover Sheet. Fill it in and include it at the beginning of your file. Your file should be a Microsoft Word or RTF file. You should name your file Questionnumber-year-surname-studentnumber.

For example a file name of 2.2006.Smith.2108798 indicates a student who has done question 2 in 2006 with the surname of Smith and a student number of 2108798.

Once you have an Assignment Cover Sheet at the front and the file name correct, click ‘add file’, fill in the required information and then click ‘send’. [Note: make sure you ‘Send’ the file and not just ‘Add’ the file. Only by sending the file will it be submitted correctly.]

1.) Discuss the origins of Aboriginal people.


2.) Describe how the reactions of European observers to Australia and its inhabitants before 1800 were affected by their philosophical, commercial and scientific baggage?

3.) Assess the role of free British immigrants arriving in the Australian colonies in the period 1815 to 1840. Were they a significant source of labour in the emerging colonies?

Fitzpatrick, David. ed. Home or away?: immigrants in colonial Australia. Canberra: Division of Historical Studies and Centre for Immigration and Multicultural Studies, Research School of Social Sciences, Australian National University, 1992.


4.) Compare and contrast the experiences of female and male convicts transported to the Australian colonies from 1788 to 1840.


5.) *Explain the nature and extent of the opposition to Governor Macquarie and his policies.*


5.) *Botany Bay was simply a dumping ground for British convicts.*

*Assess this statement as an explanation as to why the British chose Botany Bay in 1786. Were they any other possible motives?*


7.) *Why were colonial authorities unable to control the limits of settlement in the period before 1850?*


8.) The diggers who staged the Eureka rebellion of December 1854 were primarily motivated by their own financial concerns.

Assess this statement in light of the scholarly work on the Eureka Rebellion


Assess this statement in light of the scholarly work on the Eureka Rebellion

Crotty & Eklund ed. Australia to 1901. Chapter 7.

9.) Was conflict central to relations between Aborigines and settlers on the colonial frontier? What other types of relationships may have existed?

(You may write about Australia generally, or focus on one colony, territory or region - but be sure to specify what option you are taking in your essay).


Tasmania


**New South Wales**


**Victoria**


**Queensland**


**Western Australia**


**South Australia**

10.) **The single most important cause of Federation was the need to create a free market across the continent.**

Assess this statement in light of the scholarly work on the causes of Federation


11.) **Assess the ‘standard of living’ in at least two Australian colonial cities in the period 1870 to 1900.**


12.) Account for the popular support for Ned Kelly both during his life-time and after his death.


13.) Were the Selection Acts successful in establishing a class of small farmer in rural areas?


Referencing Guide
Below is a short guide to the referencing system used by the History Discipline. You can also check the Assignment Cover Sheet for further information. This section is taken from ‘How to Write History Essay’ which will be available through Blackboard.
G. Examples of Footnote and Bibliography Entries

In the following examples, FN indicates the footnote form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.

Provide the city (not the suburb or country) of publication.

Book


Journal Article


Other Examples
Translated Book


Chapter in an edited book


Book in a series


Multivolume work

Magazine or Newspaper Article [Published monthly or daily]
FN 1. Patrick Carey, “Home at Last,” Irish Daily Independent (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography.
If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.

B Irish Daily Independent (Dublin), 1900-1914.

**Thesis or Dissertation**


**Electronic Sources**

To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


**Subsequent references**

If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:

2. Macintyre, Concise History of Australia, p. 35.


**H. Further Reading**

**Books**


**Web Sites**

| Online Tutorials (Information Research, Referencing, etc). University of Newcastle Library <http://www.newcastle.edu.au/services/library/training/online.html> | 37 |