HIST1010 - Foundations of Australian Society
Course Outline

Cambridge University
Faculty of Education and Arts
School of Humanities & Social Science

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

HIST1010 - Foundations of Australian Society

Course Co-ordinator: Dr Peter Henderson
Room: MCLG17a McMullin Building
Ph: +61 2 4921 5217
Fax: +61 2 4921 6933
Email: Peter.Henderson@newcastle.edu.au
Consultation hours: Thursday 12 – 2pm

Course Overview
Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

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 - 2007

CTS Download Date: 24 January 2007
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

| Essays / Written Assignments | 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% |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 30 - 60% |
| Other: (please specify) | 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. |

Assumed Knowledge
None

Callaghan Campus Timetable
HIST1010
FOUNDATIONS AUSTRALIAN SOCIETY
Enquiries: School of Humanities and Social Science
Semester 1 - 2007

| Lecture and Tutorial | Wednesday 9:00 - 11:00 [HGDT] | Commences Wk 2 |
| or | Wednesday 15:00 - 16:00 [V25] | Commences Wk 2 |
| or | Wednesday 15:00 - 16:00 [GP2-16] | Commences Wk 2 |
| or | Wednesday 16:00 - 17:00 [HA142] | Commences Wk 2 |
| or | Wednesday 17:00 - 18:00 [HA116] | Commences Wk 2 |
| or | Wednesday 18:00 - 19:00 [GP3-16] | Commences Wk 2 |
| or | Thursday 10:00 - 11:00 [MCLG59] | Commences Wk 2 |
| or | Friday 9:00 - 10:00 [MCLG59] | Commences Wk 2 |

Depending on numbers another Wednesday tutorial may be opened
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:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**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 2007

For semester 2 courses: 31 August 2007

For Trimester 1 courses: 17 February 2007

For Trimester 2 courses: 9 June 2007


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 Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**

- Ourimbah Hub: Administration Building

Faculty websites

**Faculty of Business and Law**


**Faculty of Education and Arts**

http://www.newcastle.edu.au/faculty/education-arts/

**Faculty of Engineering and Built Environment**

http://www.newcastle.edu.au/faculty/engineering/

**Faculty of Health**

http://www.newcastle.edu.au/faculty/health/

**Faculty of Science and Information Technology**

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie
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

Web Address for Rules Governing Professional Doctorate 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 02 4921 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

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

---------------------------------------------------

Essential Criteria in Assessment

This course contains FOUR 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 in the CTS.

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
• http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
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 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:
• Ensure that your name and the number of the question you are attempting appears on the top of page one of your essay.
• Type your assignments: All work must be typewritten in 11 or 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.
• Submission of written assignments Both the minor and major research essays for this course need to be submitted electronically. You will need to attach the HIST 1010 course coversheet to both your essays before submission. This is available in Word format at the Course Document’s button in Blackboard. Attach this to your essays. Submit your document exercise to the Minor Essay button in Blackboard. Submit your major essay to the Major Essay button in Blackboard. Both pieces of work will be checked using the Turnitin Plagiarism Detection Software. You can check your essay’s originality as many times as you wish using Turnitin before the final submission date. Please note that second or subsequent submissions to Turnitin may take 24 hours before a new originality report is available. When you are satisfied with
your essay there is no further action that needs to be taken and the essay you have submitted will be the one assessed. We strongly recommend that you submit your essays in Word format. If you use a different program you can save it as a RTF file and convert it at the university to Word format before submission. Both assignments will be marked on-line and comments and grades will be available for you to read via Blackboard. You will be given full instructions and a demonstration during lectures at a time to be announced.

- **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.

**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 Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**Return of Assignments**
Your marked assignments with comments and grades will be available to view via Blackboard. You will be given full instructions on how to view your marked assignments.

**Preferred Referencing Style**
A full guide to the referencing style for this course can be found at the end of this outline. If you have any queries please discuss this issue with your tutor. Further information on referencing and general study skills can be obtained from:

**Student Representatives**
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

**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, Counselling, 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>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>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>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>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>
</tr>
</tbody>
</table>
Welcome to the course.
Many of you, will have already done some Australian history at school and have some idea of the currents in Australian history. For international students this course will be over largely unchartered territory. Over the past several years arguments on the nature of this country’s past have been called the ‘history wars’ and have engendered fierce debate, not only among professional historians but in the media, politics and many levels of our society. Much of this ‘war’ has been over the foundations which this course examines. This means that you will be exposed to these debates, questions and problems and given the opportunity to form your own views on how this country came to be. The study of history is an exciting intellectual process that will equip you with skills and knowledge that will last a lifetime (why we study history will be the subject of the second lecture). For Australians an understanding of our own history is a necessary component of being a member of a civil society while for international students I hope that this study will not only equip you with these intellectual skills but illuminate your understanding of your own country. I hope that you will find this course as exciting and informative as I do and that many of you will be inspired to continue with history in your time here at Newcastle. With your participation and enthusiasm we can make this a memorable experience. Please read this course outline carefully and make sure that you are familiar with what is required of you. As well as this outline you will find many resources and helpful material on HIST 1010’s Blackboard pages. Spend a little time navigating this site and please use the discussion board to share questions and ideas with each other. If you do experience problems my consultation hours, email and telephone appear on the front page of this outline – don’t hesitate to contact me especially via email which I check daily, just put HIST 1010 in the subject line and I will reply. I look forward to our time together in Semester 1, 2007.

Peter Henderson

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, especially as the exam will be based on material presented in the lectures. Dr Peter Henderson will deliver most of the lectures with input from guest lecturers who 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. Highly recommended is Stuart Macintyre, *A Concise History of Australia*, 2nd ed. You will find this book very valuable in providing a concise overview of Australian history. It is also valuable for any students who will continue studying Australian history.

**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 29 January until the end of Week 2 at [http://www.newcastle.edu.au/intranet/student/online-services/index.html](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.

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutorial participation</td>
<td>10%</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>2. Minor essay</td>
<td>20%</td>
<td>Friday 5pm 30 March</td>
</tr>
<tr>
<td>3. Major essay</td>
<td>40%</td>
<td>Friday 5pm 18 May</td>
</tr>
<tr>
<td>4. Exam</td>
<td>30%</td>
<td>12 June to 29 June</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1. Tutorial participation – 10%
A possible five marks will be awarded based on your participation and attendance at tutorials over the semester. A further possible five marks will be awarded for a one page summary of the major issues arising out of one tutorial that you will nominate in week two. This summary should be based on the essential readings given in the tutorial guides which appear later in this outline. Your summary should have your name and can be in dot point form and be handed to your tutor at the end of the tutorial. You will be expected to use your summary to help lead discussion in the tutorial you have nominated.

2. Minor essay/document study– 20%.

Why did the British government decide to settle Botany Bay? Critically examine the main arguments with reference to Lord Sydney’s Heads of a Plan. (1,000 words due Friday 30 March)

Historians are sometimes accused of being obsessed with beginnings. This essay will give you the opportunity to consider the European origins of our nation and evaluate why the British government made the decision to settle Botany Bay. The purpose of this essay is to give you the opportunity to evaluate a primary source in the light of the debate between historians over the reasons for sending the first fleet to the other side of the world. To answer the question you will be required to read chapter three of the textbook as well as Mollie Gillen’s article, ‘The Botany Bay decision, 1786: convicts, not empire’, which can be downloaded from the JSTOR electronic database which is accessed from the library’s website (I will give full details of this in lectures). Your essay will need to be fully referenced with a bibliography and submitted through the Minor essay/document study button in Blackboard. Full details of the requirements for essay writing and submission appear elsewhere in this document.
3. Major essay 40%

The essay will deal with material covered in the lectures and tutorials. Choose one question from any of the topics listed from page 28 of this course guide. Students wishing to nominate their own question must contact their tutor. The maximum length for this essay is 2000 words. It is due no later than 5 pm Friday 18 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.

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 contact 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.

4. Formal Exam – 30%

There will be a two-hour exam held during the University examination period (12 to 29 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.

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](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.
Old Inn, Taralga, NSW
## COURSE OUTLINE AT A GLANCE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
</table>
| 1. 21 Feb | L1: Introduction to the course  
L2: Why Study History  
Textbook: Introduction  
http://www.historymatters.org.uk/ | No tutorials |
| 2. 28 Feb | L1: Aboriginal Society: A Non-Indigenous viewpoint  
L2: The Dreaming  
Textbook: Chapter 1 | Aboriginal Society and the Beginnings of Australian Society |
| 3. 7 Mar | L1: British Society in the 18th century  
L2: European perceptions of Australia  
Textbook: Chapter 2 | European reactions to Australia |
| 4. 14 Mar | L1: The decision to settle Botany Bay  
L2: Video ‘The Floating Brothel’  
Textbook: Chapters 3, 4 & 5 | Histories of Convict women |
| 5. 21 Mar | L1: Emigrants Who left Britain & Why?  
L2: Immigrants: Arrival & adjustment  
Textbook: Chapter 6 | The Migration Experience  
Minor essay due 5pm Friday 30 March |
| 6. 28 Mar | L1: Squatters & the growth of pastoralism  
L2: Political developments  
Readings from the ADB see p. 21 | The growth of democracy |
| 7. 4 April | L1: Using the library  
L2: The Gold Rushes  
Textbook: Chapter 7 | The Gold Rushes |
| Mid Semester break | | 6 to 20 April |
| 8. 25 April | Anzac Day Public holiday | No tutorials. Essay consultations. Email your tutor for an appointment |
| 9. 2 May | L1: Race relations on the Frontier  
L2: Federation  
Textbook: Chapters 8 & 14 | The Frontier |
| 10 9 May | L1: Urbanisation & city life  
L2: Country life  
Textbook: Chapter 9 | Ned Kelly |
| 11 16 May | L1: The Bush Legend  
L2: Rise of working class politics  
Textbook: Chapters 10 & 11 | The Great Strikes. Major essay due Friday 5pm 18 May |
| 12 23 May | L1: Aboriginal lives  
L2: Women & the Suffrage movement  
Textbook: Chapters 10 & 11 | Missionaries & Aborigines |
| 13 30 May | L1: Australia at Federation. Winners, losers & legacies.  
L2: Conclusions & exam preparation | No tutorials |
| 14 6 June | No classes | Examination Period 12 – 29 June |
Week 1.

There are no tutorials this week but if the subject of the study of history interests you, you might like to look at this website. Although it relates to Britain it comes from a campaign to raise awareness of history in the UK. Go to: http://www.historymatters.org.uk/


Below I have reproduced a provocative article from the *Sydney Morning Herald* columnist Michael Duffy which appeared in the January 26-28 (Australia Day) 2007 edition.
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**
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
Week 6 Tutorial: The growth of democracy

This week in both lectures and tutorials we look at the move toward democracy and responsible government. We will consider how Australia’s democracy developed, who was responsible and what obstacles were placed in the way of representative government.

Some questions to consider:

a.) Who were the leading proponents of self government?
b.) How was self-government achieved?
c.) What obstacles were placed in the way of self government?
d.) How was the franchise used to extend democratic gains?

Essential Reading:

This week your readings are all from the Australian Dictionary of Biography. The link to this site is in the web resources button in HIST 1010’s Blackboard site. You need to read the entries for Sir George Gipps, Robert Lowe, Henry Parkes and W.C. Wentworth.

Further Reading


Fletcher, Brian Colonial Australia Before 1850. Melbourne: Nelson, 1976


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: Essay Consultations

There are no lectures this week due to the ANZAC day public holiday. You should email your tutor to make a time for essay consultation.

Backyard Australia
Week 9 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 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 2,000 word essay is based on topics in lectures and tutorials. The essay is due no later than 5 pm AEST on Friday 18 May. Every essay should be fully referenced and have a bibliography. See the last page of this Course Guide. You should attach the course coversheet available in Blackboard from the Course Documents button.

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.


6.) Discuss the role of either W.C. Wentworth, Henry Parkes or Robert Lowe in the development of representative government.


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


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

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. (You need to give a critical account, not a panegyric on Ned Kelly).


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. This section is taken from ‘How to Write a History Essay’.

**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:


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>