**HIST1010 - Foundations of Australian Society**

**Course Outline**

**Course Co-ordinator:** Dr Victoria Haskins  
**Room:** MCLG26b  
**Ph:** 02 4921 5221  
**Fax:** 02 4921 6933  
**Email:** Victoria.Haskins@newcastle.edu.au  
**Consultation hours:** By appointment (email)

**Semester**  
**Semester 1 - 2008**

**Unit Weighting**  
**10**

**Teaching Methods**  
**Lecture**  
**Tutorial**

**Brief Course Description**  
This course considers the colonial foundations of Australian society, politics and culture, surveying Australian history until the time of Federation in 1901. We will be considering some of the major events, themes and aspects of the colonial period, and their significance for understanding Australia and Australians today.

**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 reader is available from Uprint, Shortland Union. Additional, highly recommended texts are listed further in the Guide.
Course Objectives
This topic introduces you to the study of history at university. It aims to help you to develop the tools for ‘thinking historically’ in several ways:

- By increasing your knowledge and understanding of the major themes and issues in Australian histories;
- By drawing your attention to the forces that shape our perception of the Australian past and how history is used in the present;
- By enabling you to recognise and critically evaluate the arguments you encounter in secondary historical works;
- By introducing you to some of the major varieties and approaches (methodologies) of historical study;
- By helping you to acquire some of the practical skills necessary for historical work – including library research, use of primary sources, and the ability to structure an historical argument;
- By fostering an atmosphere of respect for one another’s perspectives, that encourages cooperative creative thinking.

Course Content
The course is structured chronologically and covers a diverse range of topics that may include: Aboriginal antiquity; British imperialism; the whaling industries; convict women; frontier violence; the impact of the gold rushes; migration; sport; gender struggles; ‘White Australia’; and the environment.

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 - 2008

| Lecture and Tutorial | Wednesday 13:00 - 15:00 | [GP2-1] |
| or | Wednesday 10:00 - 11:00 | [GP2-16] |
| or | Tuesday 15:00 - 16:00 | [W219] |
| or | Wednesday 12:00 - 13:00 | [W238] |
| or | Wednesday 16:00 - 17:00 | [W238] |
| or | Thursday 10:00 - 11:00 | [MCLG59] |
| or | Thursday 14:00 - 15:00 | [GP3-18] |
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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

**Requests for Special Consideration** must be lodged no later than 3 working days after the due 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 received in the Student Hub no later than ten working days prior the first date of the examination period.

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 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. 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 staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students
https://myhub.newcastle.edu.au

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
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au
Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: 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

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

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End of CTS Entry
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Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

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

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

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

Important Additional Information

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

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
HIST1010 - Foundations of Australian Society
Course Outline

Course Co-ordinator: Dr Victoria Haskins
Room: MCLG26b McMullin Building
Ph: + 61 2 4921 5221
Fax: +61 2 4921 6933
Email: Victoria.Haskins@newcastle.edu.au
Consultation hours: by appointment

Alexander Schramm, A Scene in South Australia, c.1850


**ASSIGNMENTS**

1. **800 word response essay. Due Thursday 20th March, 5pm.**

   Prepare a one-page (800 words) considered response to one of the weekly tutorial discussions you have encountered to date (that is, tutorials 1, 2, 3, held in weeks 2, 4 or 5). You can respond to one or more of the discussion questions in your chosen week to focus upon, or you can respond to the discussion overall, but you must refer to the set readings for that week, using footnote references and providing a bibliography. (This is not a research essay, but if you have considered any additional readings you can refer to these also.) Essentially this is a tidied-up version of one of your weekly tutorial preparations, so please use essay prose – full sentences and paragraphs (between 4 and 8 paragraphs, no dot points). You should reflect upon your own personal response to the discussion and the readings, for instance, how these have impacted on your understanding of Australian history or history generally, but the aim of the exercise is also a ‘practice run’ for the research essay, particularly for learning how to footnote, and for learning how to discuss existing historical work (see the grading criteria for the research essay below).

   The tutorial paper will be graded for:
This task will enable you to see where your strengths and weaknesses are, which you can work on in your research essay. It needs to be submitted through Turnitin as well as in hard copy. Don’t feel concerned if you get a relatively high score on Turnitin, as all your references will be shared – I will take this into account.

2. **2000-2500 word research essay. Due 22nd May, 5pm.**

For your research essay, select one of the essay questions from the tutorial discussion groups from week 6 onwards (not including week 7 or 11). You can draw upon the set readings and the suggested further readings but you should also try to find your own extra sources in the library. This essay must be presented formally, with a clear introduction and conclusion, and a logical argument that is made by presenting evidence (avoid unsubstantiated assertions). The set questions are very broad, and you are encouraged to focus your answer to the essay question in a direction that interests or intrigues you. You should also indicate in your essay your awareness of the work in the field, by referring to the historians whose work you draw upon.

**Criteria for assessment of Research Essay:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ability to write clearly (spelling, grammar, style – written communication skills)</td>
<td>5</td>
</tr>
<tr>
<td>B. References and bibliography correctly presented</td>
<td>2</td>
</tr>
<tr>
<td>C. Effort (wide reading of sources – 8 is a good number – and extra research)</td>
<td>8</td>
</tr>
<tr>
<td><strong>D. Critical discussion of existing historical work</strong></td>
<td>10</td>
</tr>
<tr>
<td>E. Address question and develop a coherent argument</td>
<td>10</td>
</tr>
<tr>
<td>F. Originality*</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

For criterion B, a satisfactory standard (that is, no mistakes) will be awarded full marks; for all other criteria, a satisfactory standard will attain exactly half of the total mark for each, with higher marks being awarded for higher quality work. *Originality refers to not just creative thinking but, more importantly, use of your own words and your own argument (rather than just summarising other people’s work, and cut-and-pasting slabs of other people’s arguments).
3. **Exam.**
   The purpose of the exam is to identify the level of basic knowledge you have acquired and retained from the course overall, and your grasp of the broader historical themes and issues. It will cover lecture content and tutorial discussions. The exam is worth 40% of your total mark but is not compulsory.
READING FOR A BRIEF HISTORY

WORKBOOK. The workbook (purchase from Uprint, or ask in the library) contains all the essential readings for the tutorials. Further readings are given for those students who are particularly interested in the weekly topics. You should attempt to follow up a few of the further readings over the course – as you will learn more by carrying out your own library research – and you will need to do further readings for the topic you choose for your minor essay. The further readings can also be used to help you find sources for your research essay.

BOOKS
You can prepare for this topic by reading a recent general history of Australia.

The following titles are recommended (in order of publication):
Day, David, Claiming a Continent, Angus & Robertson, 1996, or the revised edition, 2001
Macintyre, Stuart, A Concise History of Australia, Cambridge University Press, 1999
Grimshaw, Patricia, Marilyn Lake, Ann McGrath & Marian Quartly, Creating a Nation, Penguin, 1994 (now out of print but for a version highlighting women’s experiences in Australian history try the library or secondhand shops)
Blainey, Geoffrey, A Shorter History of Australia, Heinemann, 1994
Lines, William J, Taming the Great South Land, 1991 (out-of-print but excellent environmental perspective on Australian history)

These all provide an accessible potted history reflecting various positions around the centre of current orthodox history.

There are a few general colonial histories around also, that are detailed and will help you particularly in your research essays – look for the two volume Europeans in Australia by Alan Atkinson, and the Oxford History of Australia, volumes 2 (by Jan Kociumbas) and 3 (by Beverley Kingston).

There are also two textbooks that have been specifically prepared for first-year Australian history students, providing a selection of readings and introductions to the readings that you will find useful:
Crotty, Martin & Erik Eklund (eds), Australia to 1901: Selected Readings in the Making of a Nation (Victoria: Tertiary Press, 2003). This was produced by University of Newcastle historians for students of HIST 1010 and used as recently as 2006.
Gare, Deborah & David Ritter (eds), Making Australian History: Perspectives on the Past since 1788 (Victoria: Thomson, 2008). An excellent, very recent selection of readings.

More advanced texts will be of particular interest to those who think they may continue studying history, or want a deeper knowledge of Australian history. These include:
Denoon, D, P Mein-Smith and M Wyndham, A History of Australia, New Zealand and the Pacific, 2000 (high-standard academic history looking at Australia in its regional context)
Cathcart, Michael (ed), Manning Clark’s History of Australia: Abridged from the Six-Volume Classic, Penguin, 1995 (a very readable version of this classic work)

Reference guides and historical dictionaries can be extremely useful for pointing you in the direction of further readings and key issues, as well as dates, events and names. C Macintyre’s Political Australia: A Handbook of Facts (1991) – unfortunately out of print – provides information on who was in power when and where. Dictionaries and encyclopedias should only be used as guides and not as sources in your written work, with the notable exception of The Australian
Dictionary of Biography, a monumental reference work that is available in the library. If you can afford it, a copy of the Oxford Companion to Australian History is particularly useful, especially if you think you might continue with Australian history or Australian studies. You should go to this reference in the library as a starting point for your research essay.

JOURNALS

Journals are very useful sources for the most recent research and have short articles and book reviews you will find helpful for your essays. The most useful for this topic are:

- Australian Historical Studies
- Journal of Australian Colonial History
- Journal of Australian Studies
- Aboriginal History
- Australian Feminist Studies
- Hecate
- Labour History
- Push from the Bush (to 1988)

You can find articles by flipping through these journals. For a thorough search for journal articles on a specific topic in Australian history, you can search APAIS on the electronic database (ask for help in the library).

INTERNET

Be careful of what you collect on the Internet as information put out on the net is notoriously unreliable (and also time consuming to find!). It can be useful for directing you to the location of other resources, however. Some useful sites are:

- World Wide Web Virtual Library - Australia
- National Library of Australia ‘Electronic Australiana’ links
- Australian History on the Internet
- Sources in Australian literature
- The People’s Voice (community histories – a Federation Centenary project)
- Convict Creations history site (good in parts)
  [http://www.convictcreations.com/history/index.htm](http://www.convictcreations.com/history/index.htm)
- Mura – online catalogue for Australian Institute of Aboriginal and Torres Strait Islander Studies
- A guide to archives in Australia
- Australian History: guide to resources (University of Adelaide library)

If you are interested in finding out more about the use of the internet for historians, an online tutorial might be helpful, although this site is not specifically directed at students of Australian history: [http://www.humbul.ac.uk/vts/history/index.htm](http://www.humbul.ac.uk/vts/history/index.htm)

PRIMARY SOURCES

Primary sources are those which are part of the historical situation you are studying. Secondary sources are written later, about an historical situation. Finding interesting primary sources to use in your research essay will improve your work, but it is not required. Increasing numbers of primary sources are being copied onto the Internet. For example:
Written texts
The First Fleet Homepage http://www.gsat.edu.au/~markw/firstfleet/FirstFleetHomePage.htm
The Ships of the First Fleet http://home.vicnet.net.au/~firstff/ships.htm
A narrative of the expedition to Botany Bay by Watkin Tench
A complete account of the settlement of Port Jackson by Watkin Tench
http://setis.library.usyd.edu.au/oztexts
(look under “Australian literary and historical texts” – there are a great variety.)

Historical visual images on the Internet
PICMAN, the Mitchell Library’s database of its pictures and manuscript collections:
Images from the National Library of Australia’s pictorial collection:
State Library of Victoria’s ‘Pictoria’
Mortlock Library South Australiana database of images
http://www.slsa.sa.gov.au (follow the links through “Catalogues”)

Printed collections of primary sources
Most primary sources are in original document form only. For easily accessible sources, see one of
the thematically organised collections:
Allen, M, M Hutchinson & A Mackinnon (eds), Fresh Evidence, New Witnesses: Finding Women’s
History, SAGP, 1989
Attwood, B, & A Markus, The Struggle for Aboriginal Rights, 1999
Bennett, S (ed), Federation, Cassell, 1975
Clark, C M, Select Documents in Australian History, Angus & Robertson, 1955
Clark, C M, Sources of Australian History, OUP, 1957
Connell, R W & T Irving Class Structure in Australian History: Documents, Narrative and
Argument, 1980
Crowley, F (ed), Documentary History of Australia (several vols), Wren, 1972-3
Daniels, K & M Murnane (eds), Uphill all the way, UQP, 1980
Ebbels, N (ed), The Australian Labour Movement 1856-1900, Australasian Book Society, 1960
Fitzpatrick, K (ed), The Australian Explorers, OUP, 1958
Flannery, T (ed), The Birth of Sydney, Text, 1999
Flannery, T (ed), The Explorers, Text, 1998
Grimshaw, P, S Janson & M Quartly (eds), Freedom Bound I: Documents on women in colonial
Australia, Allen & Unwin, 1995
Lake, M & K Holmes (eds) Freedom Bound II Documents on Women in Modern Australia, 1995
McMurchy, M, M Oliver & J Thornley, For Love or Money, Penguin, 1983
Smith, B (ed), Documents on Art and Taste in Australia, 1770-1914, OUP, 1975
Spenceley, G, The Depression Decade: Commentary and Documents
Ward, R (ed), Such was Life: Select Documents in Australian Social History, Alternative Publishing
Co., 3 vols, 1978-86
Webby, E (ed), Colonial Voices: letters, diaries, journalism, non-fiction from nineteenth century
Australia
Yarwood, A T (ed), Attitudes to Non-European Immigration, Cassell, 1968
You can also find great collections of visual primary sources published in book form. For example:

## HIST 1203. AUSTRALIA: A BRIEF HISTORY: OVERVIEW OF LECTURES, TUTORIALS AND DUE DATES

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Tutorials</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1. Introduction</td>
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<tr>
<td>20 Feb</td>
<td>2. What is (Australian) History?</td>
<td>A. Foundational Histories</td>
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<tr>
<td>Week 2</td>
<td>3. The Other Fleet</td>
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<tr>
<td>27 Feb</td>
<td>NO LECTURES or tutorials – go to Library instead for Library Tutorials</td>
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<tr>
<td>Week 3</td>
<td>4. Australian Antiquity</td>
<td>B. Is Aboriginal History Australian History?</td>
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<td>5 March</td>
<td>5. Exile from the Kingdom</td>
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<td>Week 4</td>
<td>6. Marege</td>
<td>C. From the Beginning: Possession and Belonging</td>
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<tr>
<td>12 March</td>
<td>7. Whalers &amp; Sealers</td>
<td>Response essay due 5pm Thurs 20\textsuperscript{th} March</td>
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<tr>
<td>Week 5</td>
<td>8. Convict Stain</td>
<td>D. Damned Whores?</td>
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<td>19 March</td>
<td>9. The Floating Brothel</td>
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<tr>
<td>Week 6</td>
<td>10. Frontiers in settler societies</td>
<td>E. Black Armbands, White Blindfolds, and Unwritten Histories</td>
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<tr>
<td>2 April</td>
<td>11. Frontier Violence</td>
<td></td>
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<tr>
<td>9 April</td>
<td>13. Eureka and Australian Identity</td>
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<td></td>
<td>12 April – 23 April. Mid-Semester Break. No lectures or tutorials</td>
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<td>30 April</td>
<td>15. Blood on the Wattle</td>
<td></td>
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<td>Week 10</td>
<td>16. Migration Nation</td>
<td>H. Recruitment or Slavery?</td>
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<tr>
<td>7 May</td>
<td>17. Blackbirding</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>18. Bushrangers, Bush Legends</td>
<td>I. Revisionist Histories: Male Romances, Female Histories?</td>
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<tr>
<td>14 May</td>
<td>19. Life in the City</td>
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<tr>
<td>Week 12</td>
<td>20. To the Firing Line</td>
<td>J. Sporting Nation</td>
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<tr>
<td>21 May</td>
<td>21. Federation</td>
<td>Research essay due 5pm Thursday 22\textsuperscript{nd} May.</td>
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<tr>
<td>28 May</td>
<td>23. History Matters</td>
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<tr>
<td>Week 14</td>
<td>No classes</td>
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<tr>
<td>4 June</td>
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</tbody>
</table>
## Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td>Last day to pay HECS upfront</td>
</tr>
<tr>
<td>March 3</td>
<td>Last day to enrol in new courses</td>
</tr>
<tr>
<td>March 31</td>
<td>Last day to withdraw without incurring HECS</td>
</tr>
<tr>
<td>June 6</td>
<td>Last day to withdraw without academic penalty</td>
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</table>
LECTURE AND TUTORIAL GUIDE

Note – all Essential Reading is in the reader.

WEEK ONE

Lecture 1: Introduction.

No tutorials this week

WEEK TWO

Lecture 2: What is (Australian) History?
Lecture 3: The Other Fleet

Tutorial A. Foundational Histories. In this introductory tutorial we’ll spend some time getting to know each other, before discussing the readings about the way Australians imagine and construct the colonial past. How important to present-day Australia is the colonial period? What have been the features of the foundational narratives of Australian history? Who is included and who is excluded from our foundational narratives? To what extent did colonial Australians see themselves as ‘Australians’ and what shaped their self-perceptions?

Essential Reading
Carter, David, ‘Colonial Identities, Race, Empire and Nation’, in his Dispossession, Dreams and Diversity: Issues in Australian Studies (Sydney: Pearson, 2006), 43-63 (Ch. 3).

Further Reading
Pybus, Cassandra, Black Founders: the unknown story of Australia’s first black settlers 2006
Clark, Manning C, A discovery of Australia: Boyer Lectures 1976, 2001
Martin, Ged (ed), The founding of Australia: The argument of about Australia’s origins 1978
Fletcher, B, ‘National History and National Identity in Postcolonial Australia’, Journal of the Royal Australian Historical Society 83:1
Macintyre, S, & A Clark, The History Wars, MUP, 2003
Denholm, David, The Colonial Australians 1979
Anderson, Benedict, Imagined Communities, 1983
WEEK THREE

No lectures or tutorials this week: go to the Library.
This week there will be Library tours that are delivered specifically for this course, and will assist you in preparing your research essays.

WEEK FOUR

Lecture 4: Australian Antiquity
Lecture 5: Exile from the Kingdom

Tutorial B. Is Aboriginal history Australian history? Until recent times Aboriginal history has been seen as largely irrelevant for most non-Indigenous Australians – it is “their” history and not “ours.” Australians of non-Indigenous descent have traditionally only identified with Australian history from 1788 onwards. As well as your readings for this week, look at a generalist history book and consider how it relates (or not) Aboriginal histories before and after 1788 in the context of ‘Australian history’. What is the status of Aboriginal people and Aboriginal experiences in ‘colonial’ history? If Aboriginal history is Australian history, how does this impact upon our understanding of what Australian history means? And how important, today, is the relationship between Aboriginal and Australian histories?

Essential Reading

Further Reading
Attwood, B, Telling the Truth about Aboriginal History, 2005.
Maynard, John, ‘Australian history – lifting haze or descending fog?’ *Aboriginal History*, vol.27, 2003

McGrath, A, ‘What is Aboriginal History?’ *Contested Ground*, 1995


Smith, Linda Tuhiwai, Chapter 1, *Decolonising Methodologies*, 1999, 28-37


Veracini, L, ‘Of a ‘contested ground’ and an ‘indelible stain’: a difficult reconciliation between Australia and its Aboriginal history during the 1990s and 2000s’, *Aboriginal History*, vol.27, 2003


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**WEEK FIVE**

**Lecture 6: Marege**

**Lecture 7: Whalers and Sealers**

**Tutorial C. From the Beginning: Possession and Belonging.** In this tutorial we’re going to consider the non-Indigenous possession of Australia as being neither inevitable nor unavoidable. Outline the process by which the British Crown took possession of the ‘Great South Land’. What problems and issues surround that process? Was (is) the British claim valid?

Captain Cook is a historical figure of significance in both Indigenous and non-Indigenous understandings of Australian history. Why do you think this is so? What does he represent for each understanding? Are there any points of similarity between the alternative stories of Captain Cook?

**Essential Reading**


Connor, Michael, *The Invention of Terra Nullius: Historical and legal Fictions on the Foundation of Australia* (Paddington [Sydney]: Macleay Press, 2005), Ch.11.


**Further Reading**


Estensen, M, *Discovery: The Quest for the Great South Land*, 1998
Fitzgerald, L, *Java La Grande*, 1984
Martin, G (ed), *The founding of Australia: the argument about Australia’s origins*, 1978
Potter, B (ed), *The Mahogany Ship: Relic or Legend?* 1987 (regarding a fabled wreck of a Spanish or Portuguese galleon that was found in the vicinity of Warrnambool in 1836)
Rose, D, ‘The Saga of Captain Cook’, *Australian Aboriginal Studies* 2, 1984, pp.24-39
Smith, B, *European Vision and the South Pacific*, 1960

**WEEK SIX**

**Lecture 8: Convict Stain**
**Lecture 9: The Floating Brothel**

**Tutorial D. Damned Whores?** In the 1970s historian Anne Summers (and Miriam Dixon) argued that the treatment of convict women, as ‘founding mothers’, had a significant impact on Australia’s gender relations and the position of women generally in Australia. What was Summers’s argument and how did she approach the concept of ‘colonization’ in terms of convict women’s history?

How appropriate or useful are constructions of convict women as prostitutes and/or wives?

What kind of opportunities and limitations were there for convict women? How might these have been shaped by the colonial experience? And what is the significance of the convict women’s experiences for Australian history?

**Essay Question**
Discuss the significance of convict women in Australian history.

**Essential Reading**

**Further Reading**
Atkinson, Alan, ‘Four Patterns of Convict Protest,’ *Labour History*, vol.39, 1979
Atkinson, Alan, ‘Marriage and distance in the convict colonies, 1838’, *push from the Bush*, vol.16, 1983
Aveling, Marian, ‘She only married to be free: or, Cleopatra vindicated’, *Push from the Bush*, vol.2, 1978
Kociumbas, Jan, *The Oxford History of Australia: Possessions 1770-1860*, 1992, Ch.6
Oxley, Deborah, ‘Counting the Convicts: the unlikely love affair between convicts and historians’, in Deborah Gare & David Ritter (eds), *Making Australian History*, 2008, 114-121
Oxley, Deborah, *Convict Maids: The forced migration of women to Australia*, 1996

**WEEK SEVEN**

**Lecture 10: Frontiers in Settler Societies**

**Lecture 11: Frontier Violence**

**Tutorial E. Black Armbands, White Blindfolds, and Unwritten Histories.** Around the 1960s, the standard founding story of a ‘peaceful’ Australian settlement, accepted since the start of the twentieth century (and the start of Australian nationhood with Federation), was significantly revised. More recently, there have been attempts to re-revise this so-called ‘Black Armband’ history. Outline the fundamental argument as you see it. Is this an attempt to return to the older story, or tell a new one? What kinds of historical evidence and stories are being used? Is there any kind of room in this argument for stories like the Bells Falls Gorge massacre? Why is it so hard to ‘prove’ massacres of Aboriginal people, and what does this problem in our historical arena tell us about Australian history and Australian society today?

You might like to consider how Aboriginal depopulation on the frontier is explained or discussed in a general history of Australia. If you can get hold of any older Australian histories, you could look at them too.

**Essay Question**
What was the nature of the Australian colonial ‘frontier’ and how has this impacted on Australian history?
**Essential Reading**


**Further Reading**

Alexander, F, _Moving Frontiers: An American Theme and its application to Australian History_, 1947

Attwood, B & S Foster (eds), _Frontier Conflict: The Australian Experience_, NMA, Canberra, 2003 (esp the sections on ‘How do we know?’ and ‘How do we remember?’)


Boyce, James, ‘Ignorance or Deceit? Keith Windschuttle’s Fabrication of Aboriginal History’, in Penelope Edmonds & Samuel Furphy (eds), _Rethinking Colonial Histories: New and Alternative Approaches_, 2006, 7-31


Clyne, R, ‘At war with the natives: From the Coorong to the Rufus, 1841’, _Journal of the Historical Society of South Australia_, No.9, 1981, pp.91-110

Connor, J, _The Australian Frontier Wars 1788-1838_, UNSW, 2002


Elder, B, _Blood on the Wattle_, 1999


Foster, R, R Hosking & A Nettlebeck, _Fatal Collisions: The South Australian Frontier and the violence of memory_, 2001

Gifford, P, ‘Murder and ‘the execution of the law’ on the Nullabor’, _Aboriginal History_, vol.18, part 2, 1994

Grassby, A, & M Hill, _Six Australian Battlefields_, 1988, Chapter 6 (‘The Battle of Bathurst’)

Lydon, J, ‘no moral doubt…’: Aboriginal evidence and the Kangaroo Creek poisoning, 1847-1849’, _Aboriginal History_, no.20, 1996, pp.151-175

Macintyre, S & A Clark, _The History Wars_, MUP, 2003 (esp Chapter 8)


Millis, R, _Waterloo Creek_, UNSW, 1994

Morris, B, ‘Frontier Colonialism as a Culture of Terror’, _Journal of Australian Studies_, 35

Moses, A Dirk (ed), _Genocide and Settler Society_, 2004


Reynolds, H, _Why weren’t we told?_ Viking, 1999, pp.169-184

Rose, DB, _Hidden Histories_, 1991

Wolfe, Patrick, ‘Settler colonialism and the elimination of the native’, *Journal of Genocide Research*, vol.8, no.4, 2006

**WEEK EIGHT**

**Lecture 12: Gold Rush**
**Lecture 13: Eureka and Australian Identity**

**Tutorial F. An Edgier History of Gold: Chinese and Women’s Rights.** David Goodman recently called for recovering a ‘sense of the gold rushes as dangerous, edgy events with unpredictable outcomes’. What criticisms does he make of existing histories of the gold rushes?

How do the stories told by Andrew Messner and Christina Twomey change our understanding of the gold rushes and our understanding of the impact of the gold rushes on the future development of Australian society and politics?

Chinese people and white women, as well as Aborigines, were all deemed to need ‘protecting’ or ‘protectors’ during the gold rushes. What fears do you think this reflected, and what was the similarity (if any) between all three groups?

**Essay Question**
What aspects of the gold rushes are the most important for understanding colonial Australia?

**Essential Reading**

**Further Reading**
Curthoys, A, and A Markus (eds), *Who Are Our Enemies? 1978* (essays by Burgmann, Connolly)
Denoon, D, et al, ‘Chapter 7: Mining’, *A History of Australia, New Zealand and the Pacific*
WEEK NINE

Lecture 14: Claims on Place
Lecture 15: Blood on the Wattle

Tutorial G. Online Tutorial – Essay Writing Skills. This week, you do not attend tutorials, but go online to the discussion board to make your entry. You are welcome to continue the discussion with each other.

Read the Essay Writing Guide, obtained through the Blackboard course web page, as well as the weekly readings. Which of Marius & Page’s 10 principles for writing history essays do you find most useful, or most interesting, and why?

Reading

WEEK TEN

Lecture 16: Migration Nation
Lecture 17: Blackbirding

Tutorial H: Recruitment or Slavery? In the second half of the nineteenth century, Pacific Islanders, also known as ‘Kanakas’, were used as indentured labour. They worked on sugar and cotton plantations in north Queensland and the technique of recruiting them was known as ‘blackbirding’ – a term originally used to describe inhabitants of the West African coast, who were sold as slaves in America and the West Indies. The practice aroused opposition in Australia and would be outlawed by the new Commonwealth parliament in 1901. How useful or appropriate is the construction of Pacific Islander labour history as “slavery” and for what reasons did it come to have this image? Where did the Pacific Islanders fit in Australian colonial society? How and why was there opposition to “blackbirding”? What is the significance of ‘blackbirding’ for Australian history and society?
**Essay Question**
Discuss the significance of “blackbirding” for Australian history and society.

**Essential Reading**
Corris, Peter, ‘Recruiting for the Colonies’, in his *Passage, Port and Plantation: A History of Solomon Islands Labour Migration 1870-1914* (Melbourne: MUP, 1973), 1-5 (‘Introduction’), and 22-44 (Ch.2).

**Further Reading**
Ganter, Regina, *The Pearl-Shellers of Torres Strait*, 1994
Lake, Marilyn, *Faith: Gentle Activist*, 2002, Ch.7 ‘The soil that my father’s stories grew out of’
Palmer, George, *Kidnapping the South Seas*, 1871
Hopkins, Jeffrey E, ‘The Place of ‘Foreign’ Pacific Islanders in Torres Strait and Papua, 1863-1878’, *Journal of the Royal Historical Society of Queensland*, vol.XV, no.12, August 1995: 571-8

**WEEK ELEVEN**

*Note - Research Essay due 22nd May.*

**Lecture 18: Bushrangers, Bush Legends**

**Lecture 19: Life in the City**

**Tutorial I. Revisionist Histories: Male Romances, Female Histories?** In the 1980s, historian Marilyn Lake ‘revised’ the bush legend; she also took to task the ANZAC legend, and, more recently, has begun to look at the construction of the ‘white man’ at the turn of the century. In this tutorial, we are going to look at the debate that surrounded her revision of the bush legend, which continues to influence historians today. Lake worked from a tradition established by Anne Summers and Miriam Dixson in the 1970s, of looking at the historical roots of female oppression in Australian cultural identity.
What was the essence of Lake’s critique of the ‘bush legend’ – what did she see as being its key elements? What was Conville’s ‘defence’ of the legend? How persuasive is the notion of a gender contest in the 1890s?

**Essay Question**
To what extent was the cultural nationalism of the 1890s a product of internal conflicts (of race, gender, class, or other)?

**Essential Reading**

**Further Reading**
Astbury, L, *City Bushmen*, Oxford University Press, 1985, pp.130-154
Dixson, Miriam, *The Real Matilda*, 1976
Margarey, S, S Rowley, & S Sheridan (eds), *Debutante Nation: Feminism contests the 1890s*, 1993
Modjeska, D (ed), *Inner Cities: Australian Women’s Memories of Place*
Pascoe, R, *The Manufacture of Australian History*, 1979, Ch.4
Schedvin, C B, & J W McCarty, *Urbanization in Australia: The nineteenth century*
Sheridan, S, *Along the Faultlines*, 1995, Ch.3
Summers, Anne, *Damned Whores and God’s Police*, 1975
WEEK TWELVE

Lecture 20: To the Firing Line.
Lecture 21: Federation

Tutorial J. Sporting Nation. Can the much-famed Australian sports obsession be traced to the colonial period (and when, in particular)? How can we explain the development of Australian Rules football in the second half of the nineteenth century in terms of relationships between the colonies, and between colonies and Britain? What can we learn about class, race and gender divisions from the history of football? How does the ‘sporting identity’ of Australians generally relate to the relationships between the colonies, between Britain and the colonies, and between colonial Australians and Aboriginal people?

Essay Question
How was Australia’s sporting culture in the nineteenth century influenced by colonialism?

Essential Reading

Further Reading
Adair, D & W Vamplew, Sport in Australian History, 1997
Booth, D, & C Tatz, One-Eyed: A View of Australian Sport, Allen & Unwin, St Leonards, 2000
Cashman, R, ‘Ave a Go Yer Mug! Australian Cricket Crowds from Larrikin to Ocker, 1984
Cashman, R, Paradise of Sport, 1995
Cumes, JWC, Their Chastity was not too Rigid, Longman Cheshire, Melbourne, 1979, Chapter 4
Daly, J, Elysian Fields: Sport, Class and Community in Colonial South Australia 1836-1890, 1982
Harris, B, The Proud Champions, Little Hills Press, Sydney, 1989
Hess, R, & B Stewart (eds), More than a Game, 1998
Inglis, G, Sport and Pastime in Australia, 1912
Mandle, W F, Winners Can Laugh: Sport and Society
McKernan, M, & R Cashman (eds), Sport in History, 1979
Mosely, P, R Cashman, J O’Hara, H Weatherburn (eds), *Sporting Immigrants: Sport and Ethnicity in Australia*, 1997


Mulvaney, J, & R Harcourt, *Cricket Walkabout*, 1988


Stodart, B, *Saturday Afternoon Fever: Sport in Australian Culture*, 1986


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**WEEK THIRTEEN**

**Lecture 22: Seeking the Centre.**

**Lecture 23: History Matters**

**Tutorial K. Conclusion: Unsettling Colonial History.** In this final wrap-up discussion, we’re going to consider what Australia’s colonial past means today. Have a look at the three readings and consider what, together, they suggest about the nature and importance of colonial history. What are the differences and similarities between the three historians’ approaches to the colonial period? Which do you find most useful, and why?

Is it possible to recoup a “usable past” from a narrative that is being constantly challenged and contested? What aspects of the colonial period do you think are most relevant to the present and why? What stories are being contested now, and do you think they’re relevant or not? Are there stories not told, that you would like to hear more of?

Finally, imagine a class of undergraduate history students in a hundred years, or two hundred years time from now. What stories from the turn of the 21st century do you think they might be learning, and why? What might be forgotten or hidden? What might be argued over and disputed, and what might be celebrated? What events today might have the greatest ‘fall-out’ or significance in the future?

**Essential Reading**

