HIST1010 - Foundations of Australian Society
Course Outline

Course Co-ordinator:  Dr. Lisa Featherstone
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Fax: +61 2 4921 6933
Email: lisa.featherstone@newcastle.edu.au
Consultation hours: 11am – noon Wednesday

Semester - Semester 1 - 2010
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, commencing in Week 2.

Learning Materials/Texts
A Course Reader is available from Uprint, Shortland Union.
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 | Two written assignments, which might include minor or major essays, tutorial papers, book reviews, on line quiz, essay proposals, bibliographies or other similar exercises, totaling 3,000 words, 70% |
| Examination: Formal          | Formal exam or class test, as specified in the course guide, 20% |
| Group/tutorial participation and contribution | In class tutorial participation, discussion and contribution, 10% |

Assumed Knowledge

None

Callaghan Campus Timetable

HIST1010

Foundations of Australian Soc

Enquiries: School of Humanities and Social Science
Semester 1 - 2010

Lecture and Tutorial

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Commences Wk</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>13:00 - 15:00</td>
<td>[GP201]</td>
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<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[W219]</td>
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<td>or</td>
<td>Thursday</td>
<td>15:00 - 16:00</td>
<td>[V104]</td>
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<tr>
<td>or</td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>[W238]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[MCLG59]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>14:00 - 15:00</td>
<td>[GP318]</td>
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IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

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

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

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

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

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

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

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

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

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

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in [Late Penalty](http://www.newcastle.edu.au/policylibrary/000769.html) (under student) at the link above.

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

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

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

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

**Students should be aware of the following important deadlines:**

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

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

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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

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

**CHANGING YOUR ENROLMENT**

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

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

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

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

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

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentsupport/

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

<table>
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<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
</tbody>
</table>

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

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End of CTS Entry
Online Tutorial Registration:

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

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

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

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

Important Additional Information

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

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

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Consultation hours: 11am – noon Wednesday

Amanda Kaladelfos
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Fax: +61 2 4921 6933
Email: Amanda.kaladelfos@newcastle.edu.au

Stencils at the Carnarvon Range Queensland,
WELCOME!

HIST1010 is designed to present a broad introductory survey to some of the key issues and themes relating to Australian society and culture in the colonial period. We begin before colonisation, with ancient indigenous cultures, and end with the foundation of the new nation Australia in 1901. Across this period, the Australian colonies underwent dramatic transformations, in social, racial, cultural, economic and environmental terms. Throughout the course, we will gain an understanding of the brutalities of the colonial process; the relationships of the Europeans to the “new” land; the developing society in the Antipodes; the new cultural forms of nationalism in the late nineteenth century; and finally to the importance of White Australia. The course is designed to introduce students to some of the leading scholarship and debates in studies of Australian society and culture. While questions of gender, race and class are important organising themes, the course is also designed to engage with contemporary lines of critical inquiry such as questions of space, place and landscape, memory and historical imagination, identity politics, popular culture and post/colonialism.

COURSE REQUIREMENTS

ATTENDENCE

1. **Lectures.** Lectures are held weekly, over two hours, in GP201.

2. **Tutorial work.** You will need to attend one tutorial each week. Tutorials are reading discussion groups, not mini-lectures, and you will be expected to come prepared to contribute to discussion and debate. Expect to spend at least 2 hours reading in preparation for a tutorial, and around half an hour making notes in response to the tutorial questions, based on what you have read. It is strongly recommended that you keep a **journal** of your notes for tutorials (and lectures). You should come to the tutorial prepared with 100 words or so (half-page to a page) minimum of notes, in answer to one or more of the tutorial questions, drawing upon the readings, and giving full bibliographic details. This way, you will get into the habit of making effective notes from readings and lectures, as well as being prepared to take part in the group discussion of the readings. You are welcome to add as much as you like to your journal; the more you do the more you will learn, the more you will be able to contribute to the discussion, and the more your competency as a historical reader and writer will improve.

3. **Assessments** – see below!

4. **Communication** – you should regularly check your student email account, as messages regarding the course may be send via email.
ASSESSMENT AT A GLANCE

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essay</td>
<td>1000 words</td>
<td>20%</td>
<td>Wed 31\textsuperscript{st} March, 5pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000-2500 words</td>
<td>50%</td>
<td>Thurs 6\textsuperscript{th} May, 5pm</td>
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<tr>
<td>Class test</td>
<td>To be advised</td>
<td>20%</td>
<td>Week 13, during lecture.</td>
</tr>
<tr>
<td>Participation</td>
<td>During tutorials</td>
<td>10%</td>
<td>Week 3-12.</td>
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ASSESSMENT ASSISTANCE

This year, HIST1010 has been fortunate enough to have been granted special assistance from the CTL, to run a series a workshops on essay writing skills.

Students often say they are not really sure of what we expect in an essay. Here is your chance to find out! The workshops are tailored specifically to the needs of HIST1010 students – and will really give you a “leg up” in explaining how to write a uni essay in history.

Why should you go?
- They are free
- They will answer a range of your questions (and things you didn’t know you wanted to ask!)
  - “How do university essays differ from high school?”
  - “How do I write an essay? I haven’t written one in fifteen years!”
  - “What is a footnote – and how on earth do I do one?”
  - “How can I avoid plagiarizing?”
  - “I’ve read all of this stuff. Now what do I do with it?”
  - “What is a primary source? What is a secondary source? And how do I use them?”

So whether you are a complete beginner in writing History essays, or have a little more experience, the workshops will cover a range of relevant issues. They are timed to maximize effect, and to answer questions when you will need them – before your essays!

DATES FOR WORKSHOPS

All workshops will be held by Erika Spray. They will begin at 11am, and go for approximately 1.5 hours. The room will be advised ASAP.

- (W3) Wed 17th March - Structuring an argument
- (W4) Wed 24th March - Evidence & referencing
- (W7) Wed 21st April - Critical analysis of primary & secondary sources
- (W8) Wed 28th April - Editing & referencing
Assessment 1 – Short Essay (20%)
Due: Wednesday 31st March, 5pm
1000 words (excluding footnotes)

Question: Discuss the reasons for the decision to colonise Botany Bay in 1788. Was it for convicts or empire?

Marker’s notes:
• This assessment is a short essay, based on one of the early lecture topics. The aim here is to show a clear and coherent understanding of the topic area.
• There is no “right” or “wrong” answer to this question – historians have yet to decide! Convince me with your point of view.
• You should consult a variety of sources to produce a paper of quality. To pass, you will need an absolute minimum of 5 sources from the reading list below – good papers will use more. Remember, you should not need to cite lectures or tutorials in an essay – this is a sign that you have not read widely enough.
• Your essay should include an introduction, a body and a conclusion. You won’t need to use headings or dot points, but rather weave an argument.
• Your essay should be fully referenced, including footnotes and a bibliography. Footnotes are compulsory – your paper will fail without these. See details on Blackboard.
• Work needs to be in A4 double-spaced typescript, one side of page only. Please leave generous margins for comments.
• Work handed in on time will be returned for you within 2-3 weeks. Work handed in late will be marked last.
• The paper needs to be submitted through Turnitin (no hard copy needed).
• This task will help you develop the idea of writing an essay as an argument, and enable you to see where your strengths and weaknesses are, which you can then work on in your research essay.

Reading List for Short Essay


**Assessment 2 – Research Essay (50%)**

**Due: Thursday 6th May, 5pm.**

2000-2500 words (excluding footnotes)

The research essay questions are to be found at the back of this study guide. You are to select one to write up as a long essay.

This task forms a major component of your mark and therefore requires a degree of care, thought, effort and preparation.

Your essay should be fully referenced, including footnotes and a bibliography. You must read the material on plagiarism carefully: any essays found with evidence of plagiarism will automatically fail. Again, you will need to use an essay format (no dot points, no headings) and lay out your argument clearly and effectively. For a research essay, you should consult at least eight texts. Six of these should be from the reading lists attached.

**Assessment 3 – Class Test (20%)**

**Week 13 during the Lecture timeslot.**

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 30% of your total mark but is not compulsory. Further details on the exam will be given out in class.
Assessment 4 – Tutorial Participation (10%)

Your weekly participation will be assessed over weeks 3-12 of the tutorial program.

This will include an assessment of your
- familiarity with the readings
- formulation of your own ideas and knowledges about the set topics
- participation in group discussion
- interaction with other students and tutor

To ensure you do well in tutorials you should always:
- do the readings
- think about the broader ideas of the topic
- engage respectfully with others (this includes listening, as well as talking)

Grading Guide

<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>
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<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 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>
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<td>75% to 84%</td>
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<td>85% upwards</td>
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Written Assignment Presentation and Submission Details

**Online copy submission to Turnitin**
Students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

- **Do not fax or email assignments**: Only copies of assignments submitted through Turnitin will be considered for assessment. Essays cannot be emailed to the lecturer.
- **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.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Tutorials</th>
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<tbody>
<tr>
<td>Week 1 1st March</td>
<td>1. Introduction: The Great Southern Land</td>
<td>No tutorials</td>
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<tr>
<td>Week 2 8th March</td>
<td>2. Australia in Antiquity</td>
<td>Introduction to HIST1010</td>
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<td>3. “Founding” Botany Bay</td>
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<td>5. Who were the convicts?</td>
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<td>Week 4 22nd March</td>
<td>6. Cultures Collide: Initial Contact</td>
<td>Convict Women: Damned Whores?</td>
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<td>7. Aboriginal people, land and law</td>
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<td>9. Fear and loathing: captivity narratives</td>
<td>Short Essay due Wednesday 31st March, 5pm.</td>
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<td><strong>Mid Semester Break - Friday 2nd April to Friday 9th April 2010. No lectures or tutorials</strong></td>
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<td>Week 6 12th April</td>
<td>10. Frontiers in settler societies</td>
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<td>11. Frontier violence</td>
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<td>13. Respectability and colonial identity</td>
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<td>Week 8 26th April</td>
<td>14. Gold, Eureka and Australian Identity</td>
<td>Essay Writing Workshop (compulsory)</td>
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<td>Week 9 3rd May</td>
<td>16. Blackbirding</td>
<td>A Sporting Life</td>
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<td>17. The Frontier in the second half of the century</td>
<td>Research essay due Thursday 6th May 5pm.</td>
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<td>Week 10 10th May</td>
<td>18. Popular Culture in the colonies</td>
<td>Blackbirding: Recruitment or Slavery?</td>
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<td>19. Masculinity, femininity and first wave feminism</td>
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<td>Week 11 17th May</td>
<td>20. The Bush Mythologies</td>
<td>Environmental History – Acclimatisation and finding a place.</td>
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<td>21. Heidelberg Painters</td>
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<td>Week 12 24th May</td>
<td>22. Federating a White Australia.</td>
<td>Conclusions: Thinking about colonial history.</td>
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<td>23. Conclusions: A Colonial Past</td>
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<tr>
<td>Week 13 31st May</td>
<td>24. Class Test</td>
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DETAILED LECTURE AND TUTORIAL PROGRAM

Note – all Essential Reading is in the reader.

WEEK ONE

Lecture 1: Introduction.
No tutorials this week

WEEK TWO

Lecture 2: Australia in Antiquity
Lecture 3: “Founding” Botany Bay
Tutorial: Introduction to HIST1010.

This will be a short tutorial to introduce ourselves and go over the requirements of HIST1010. No reading is required.

WEEK THREE

Lecture 4: The Convict System – A form of slavery?
Lecture 5: Who were the convicts?

Tutorial: Indigenous Australia: Land and Lives

In this first tutorial, we will attempt to gain an understanding of what life was like for indigenous people in Australia before the European invasion. This is of course a very difficult task. As indigenous culture was oral/aural, there are no written records from the traditional landowners themselves. Thus we are attempting to recreate the past through more recent anthropological work, oral histories, and records written by the Europeans. Many of these records need to be read carefully, keeping in mind their author’s race, gender and class biases. Further, we need to keep in mind that not all indigenous knowledge is available for public consumption.

In the first reading, we will consider the daily lives of indigenous people: it is a summary of how they lived; worked; ate; loved, with a consideration of social structures, religion and economic organisation. This provides useful background, even if some of it is familiar to you. The second reading is more specific, concerning indigenous Australians relations to country. This is crucial to understanding the tragedy of dispossession. The final reading is from a collection of women’s memories of their early traditional life in a remote region. It is not pre-colonisation, but rather before substantial contact with whites. This collection gives a sense – in the women’s own words – of traditional life in the Great Sandy Desert.
Essential Reading


Further Reading

Willey K. When the sky fell down: the destruction of the tribes of the Sydney region, 1788-1850s. Sydney : Collins, 1979
Swain, Tony. A place for strangers: towards a history of Australian Aboriginal being. Cambridge: Cambridge University Press, 1993 [a difficult but rewarding read]

WEEK FOUR

Lecture 6: Cultures Collide: Initial Contact

Lecture 7: Aboriginal people, land and law
Tutorial: Convict Women – Damned Whores?

Tutorial: Convict Women – Damned Whores?

Gender differences pervaded every aspect of convict life, from the nature of the crimes, to the sentences, to the treatment of convicts, to their work, their punishments, as well as more personal aspects such as sexuality and parenting. If we simply include women in
general histories of the convicts, the specificity of the female experience is often lost. It is therefore useful to study convict women as a separate and distinct group from the men.

About one-quarter of the convicts of the First Fleet were women – an estimated 188 out of 736. By 1840, when transportation to eastern Australia officially ended, some 16,000 of an estimated 111,500 transported were women. Altogether, in round figures, some 25,000 women were transported from Britain to the colonies between 1788 and 1852, when the transportation of women ended.

In some recent (conservative) histories, convict women have been seen as the ‘founding mothers’ of the new colonies. This is not how they were originally seen. Convict women had a fearsome reputation ("damned whores", ‘ten thousand times worse than the men’). It was not until the 1970s that some of these stereotypes about women and criminality were addressed, by Anne Summers and others. Since then, there has been intense interest in the character, circumstances and contributions of convict women to Australian history. Were they productive members of society? These debates continue…

**Essential Reading:**


Oxley, Deborah. ‘Packing her (Economic) bags: Convict Women Workers’: *Australian Historical Studies*, 26, 1994, p57-76.


**Further Reading:**


**WEEK FIVE**

**Lecture 8:** The Imperial Gaze: Exploring the Landscape

**Lecture 9:** Fear and Loathing: Captivity Narratives

**Tutorial:** Crime and Punishment: the Politics of Flogging.

**Tutorial:** Crime and Punishment: the Politics of Flogging.

In the convict period, flogging was regularly and routinely used as form of punishment. In this tutorial, we will examine the cultural meanings of corporal punishment. First, we will
consider the extent of flogging in the colonies: was it common, or was it a last resort in places of secondary punishment for the worst of the criminals? Second, we will consider what flogging really meant in colonial society, and its operation as a broader form of discipline and control. In a society where corporeal punishment was common (school boys, for instance, were often subject to the lash, as were soldiers and sailors), did convict flogging have a special significance? Many historians have also drawn links to the widespread use of sexualised flogging (S&M) in this period. Finally, we will work through other modes of punishment available. Was flogging the worst of these? At the base of this tutorial is the question: why did flogging really capture the public imagination?

You might also like to think about the contemporary resonances in these debates about corporeal punishment. Occasionally, we still hear calls for the reintroduction of the death penalty in Australia (or correspondingly, the condemnation of the death penalty overseas). More often, we hear concerns about the use of physical discipline such as smacks for children. The latter has been a marked cultural shift in a short period of time: in less than two generations, parental slapping has gone from the norm to something that is verging on criminalized. These more recent manifestations contain many of the same underlying, essential concerns as the earlier fears over flogging.

**Essential Readings:**


**Further Readings**


MID SEMESTER BREAK: Friday 2nd April to Friday 9th April.
WEEK SIX

Lecture 10: Frontiers in settler societies
Lecture 11: Frontier Violence

Tutorial: Frontier

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-revisit 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.

Essential Reading


Further Reading

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


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


Evans, R & B Thorpe. ‘The Massacre of Australian History’, Overland, no.163, 2001, pp.21-40
Lydon, J. ‘No moral doubt…’: Aboriginal evidence and the Kangaroo Creek poisoning, 1847-1849’, Aboriginal History, no.20, 1996, pp.151-175
Millis, R. Waterloo Creek. Sydney: UNSW, 1994
Morris, B. ‘Frontier Colonialism as a Culture of Terror’, Journal of Australian Studies, 35
Rundle, G. ‘Wounds above the heart’, Arena, no.67, Oct-Nov 2003, pp.10-18

WEEK SEVEN

Lecture 12: Health and Welfare in Colonial Society
Lecture 13: Respectability and self government
Tutorial: The Disorders of Gold

Tutorial: The Disorders of Gold

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?

In particular, we will consider the Chinese workers on the gold fields. In colonies that were remarkably homogenous (largely of British origins), the Chinese were a very visible face of difference. How were the Chinese constructed in this period? Why were the Chinese seen as such a threat – and just how was this threat embodied? We will think about the various ways the Chinese were excluded, socially, culturally, economically and politically. What does this tell us about the colonies, and the ways that white Australia would later be understood?

Essential Reading


Further Reading


WEEK EIGHT

Lecture 14: Gold, Eureka and Australian Identity
Lecture 15: Poverty – living rough
Tutorial: Essay Writing Workshop (Compulsory)

Tutorial: Essay Writing Workshop

This week we will consider the “art” of essay writing. Your papers will be returned to you, and we will think about what markers look for in essays, how to improve your essay writing skills, and how best to attack your research essay. Bring along any questions you might have – there is no set reading, but you should think about the issues beforehand. This is probably the most important tute in the course.

WEEK NINE

Lecture 16: Blackbirding
Lecture 17: The frontier in the second half of the nineteenth century
Tutorial: A Sporting Life

Tutorial: A Sporting life

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?
Essential Reading


Further Reading


Cashman, R. *‘Ave a Go Yer Mug! Australian Cricket Crowds from Larrikin to Ocker*. Sydney: Collins, 1984

Cashman, R. *Paradise of Sport*. Melbourne: OUP, 1995

Cumes, JWC. *Their Chastity was not too Rigid*. Melbourne: Longman Cheshire, 1979, Chapter 4


Harris, B. *The Proud Champions*. Sydney: Little Hills Press, 1989


Stell, M. *Half the race: a history of women in Australian sport*. Sydney: Angus & Robertson, 1991


Stodart, B. *Saturday Afternoon Fever: Sport in Australian Culture*. Sydney: Angus and Robertson, 1986


WEEK TEN

Lecture 18: Popular Culture in the Colonies
Lecture 19: Masculinity, Femininity and first wave feminism
Tutorial: Blackbirding: Recruitment or Slavery?

Tutorial: Blackbirding: 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?

**Essential Reading**


**Further Reading**


Lake, Marilyn. *Faith: Faith Bandler, gentle activist*. Sydney: Allen and Unwin, 2002, Ch.7 ‘The soil that my father’s stories grew out of’


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, p.571-8


**WEEK ELEVEN**

**Lecture 20:** The Bush Mythologies

**Lecture 21:** Heidelberg Painters

**Tutorial:** Environmental History – Acclimatisation and finding a place

**Tutorial:** Environmental History – Acclimatisation and finding a place

Throughout the colonial enterprise, the Europeans responded to the Australian landscape with unease. That is not to say that some did not come to find it “home” – but many more found the continent an alienating landscape. It was all so different from “Home” (England) – the light was brighter, the gums were duller, the snakes were deadly, everything was hot, particularly for those dressed in their English woollens. The landscape took on new and often frightening forms: the child lost in the bush was a dominant motif in early Australian literature.

One way the British attempted to make themselves more comfortable was to attempt to make the new land more like Home. This week, we consider the mad and bad dreams of the acclimatisers, who introduced new and exotic species to the Australian landscape, in
order to make it more like England. This was environmental madness, of course, but this week we will think about why it seemed like such a good idea at the time.

**Essential Reading**


**Recommended Reading:**


Tindale, B. 'Baron Von Mueller gave us blackberries', *Victorian Naturalist*, vol. 76, no. 33.


**WEEK TWELVE**

**Lecture 22:** Federating a White Australia.
**Lecture 23:** Conclusions: A Colonial Past
**Tutorial:** Thinking About Colonial History

**Tutorial:** Thinking About Colonial History.

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? Where do indigenous peoples stand in these narratives? What about women and the non-British immigrants? 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).

**WEEK13: CLASS TEST DURING LECTURE SLOT**
READING LISTS

For your essays, you will certainly need to undertake further readings beyond the Workbook. You may find the following texts useful too:

BOOKS
You can prepare for this topic by reading a recent general history of Australia. These might include material from:
- Evans R & K Saunders (eds) *Gender Relations in Australia: Domination and Negotiation*, Harcourt, Brace and Jovanovich, Sydney, 1992
- Gare, Deborah & David Ritter (eds), *Making Australian History: Perspectives on the Past since 1788* (Victoria: Thomson, 2008).

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 Historical Studies*
- *Australian Feminist Studies*
- *Labour History*
- *Journal of Australian Colonial History*
- *Aboriginal History*
- *Hecate*

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 very careful of what you collect on the Internet as information put out on the net is notoriously unreliable (there are some extraordinary errors in online sources!). It can be useful for directing you to the location of other resources, however. Some useful sites are:

World Wide Web Virtual Library - Australia
http://www.api-network.com/vl/

National Library of Australia ‘Electronic Australiana’ links
http://www.nla.gov.au

Australian History on the Internet

Sources in Australian literature

The People’s Voice (community histories – a Federation Centenary project)

Mura – online catalogue for Australian Institute of Aboriginal and Torres Strait Islander Studies

Australian Dictionary of Biography (online edition – excellent for biographical info)
http://www.adb.online.anu.edu.au/adbonline.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 Australian 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:

Clark, C M, *Sources of Australian History*. Melbourne: OUP, 1957
Crowley, F (ed), *Documentary History of Australia* (several vols), Melbourne: Nelson, 1972-3
Daniels, K & M Murnane (eds), *Uphill all the way*. Brisbane: UQP, 1980
Ward, R (ed), *Such was Life: Select Documents in Australian Social History*. Sydney: Ure Smith 1969
RESEARCH ESSAY QUESTIONS

Choose one of the following questions for your research essay. You must use and reference a minimum of eight readings, at least six of which should be from the lists below.

1. Stephen Nicolas, in his edited collection Convict Workers, suggests that the convicts were part of a wider system of global migration: they were productive, had largely useful skills and were more highly educated than those left behind in Britain. From your reading of Convict Workers and other histories of convictism, do you agree or disagree? Why?

Clark, CMH. 'The origins of the convicts transported to Eastern Australia 1787-1852', Historical Studies, vol. 7 no. 26, 1956.
Oxley, D. 'Packing her (economic) bags: convict women workers', Australian Historical Studies, v. 26 (102), April 1994, p 57-76.
Oxley, D. Convict Maids. The forced migration of women to Australia. Cambridge: CUP, 1996

2. How were convict women constructed by elite society? How true were these representations?

Oxley, D. Convict Maids. The forced migration of women to Australia. Cambridge: CUP, 1996.
Radi, H (ed.) 200 Australian Women. Sydney: Women's Redress Press, 1988), see Margaret Catchpole, Mary Reibey, Maria Lord, Catherine Henrys
3. From your reading of Simon Ryan and others, how did white explorers view the landscape?


4. Discuss Governor Bourke’s attempts to establish an effective system of public education in New South Wales. Why did he fail?

Austin, AG. *Select Documents in Australian Education*. Melbourne: Sir Isaac Pitman and Sons Ltd, 1980.
Whitington, FW. *William Grant Broughton*. Sydney: Angus and Robertson, 1936.

5. Analyse the reasons why the Chinese were seen as such a threat to the colonies in the 1850s.

6. How did “scientific” and anthropological arguments shape racial ideologies and practices towards Aboriginal people in the colonial period?

Reece, RW. Aborigines and Colonists: Aborigines and Colonial Society in NSW in the 1830s and 1840s. Sydney: University of Sydney Press, 1974, chapters 2 and 3.

7. How useful is genocide as a description of relations between Aboriginal and non-Aboriginal people in colonial Australia?


8. How was masculinity shaped and constructed in the 1880s and 1890s?


9. Discuss (with detailed reference to specific texts) the work of two or three women writers of the 1890s or early 1900s. How did these women act to challenge the masculine ethos of the bush legend?

Susan Magarey, *Along the Faultlines: Sex, Race and Nation in Australian Women’s Writing 1880s-1930s* Sydney: Allen and Unwin, 1995
(there are many other primary sources – feel free to choose some of your own)
Frances McInherny. ‘Miles Franklin, My Brilliant Career and the Female Tradition’, Australian Literary Studies, 9(3) May 1980
Jill Roe. ‘Forcing the Issue: Miles Franklin and Australian Identity’, *Hecate*, 17(1) 1991
Susan Sheridan, ‘Louisa Lawson, Miles Franklin and Feminist Writing, 1888-1901’, Australian Feminist Studies, 7-8 Summer 1988

10. How important was White Australia to the creation of the new Commonwealth in 1901?

Grimshaw, Patricia. ‘Federation as a turning point in Australian history’, *Australian Historical Studies*, v.33, Special issue no.118, 2002, p.25-41