HIST1051
The Australian Experience

Course Outline
Semester 1, 2008

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The University of Newcastle
Faculty of Education and Arts
School of Humanities and Social Science
http://www.newcastle.edu.au/school/hss/
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HIST1051 The Australian Experience  
Course Outline  
Callaghan Campus  
Semester 1, 2008

**Course Coordinator:** Dr Josephine May  
**Semester:** Semester 1 - 2008  
**Unit Weighting:** 10

**Brief Course Description:** HIST1051 covers the history of Australia, beginning with the arrival of Aboriginal peoples and ending with contemporary issues such as the Republic. Major themes in Australian history are drawn out, as well as the principal historiographical approaches employed in the study of the Australian past.

The 2008 Callaghan Campus Course At A Glance:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date week begins</th>
<th>Lectures</th>
<th>Tutorial</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| 1    | February 18      | Introduction  
The Study of [Australian] History  
On Sources and Footnotes | None this week. | Register for a tutorial online |
| 2    | February 25      | Aboriginal Australia: Origins & Traditional Society  
The Library | What is History? | |
| 3    | March 3          | Colonisation: Possession and Dispossession  
And the Convict Experience | Aboriginal Australia: Origins & Traditional Society | |
| 4    | March 10         | Free Settlers and colonial expansion | Convicts | |
| 5    | March 17         | The Frontier I | The Emigration Experience | Library Exercise Due (10%) |
| **Easter Break** | **March 21-25** | | | |
| 6    | March 26 (Wed)   | 1. Gold  
2. The Eureka Stockade | The Frontier | |
| 7    | March 31         | 1. Federation  
2. The Beach | The Eureka Stockade | Essay Due (35%) |
| 8    | April 7          | Empire’s Call: ANZAC | | Federation |
| **Mid Semester Recess** | **April 14-27** | | | |
| 9    | April 28         | 1. The Great Depression  
2. Newcastle | ANZAC legend | |
| 10   | May 5            | Frontier II: the case of Dhakiyarr Wirrpanda | The Great Depression | |
| 11   | May 12           | Australian Society during World War Two  
Dhakiyarr Wirrpanda | Field Report Due (35%) | |
| 12   | May 19           | The Menzies Years | WW2 at Home | |
| 13   | May 26           | Vietnam | Post-war Immigration | |
| 14   | June 2           | Summation: Australian History as Contested Ground | In Class Test | Test (10%) |
| **Examinations** | **June 10-27** | | | |
CONTACT HOURS
Lecture for 2 Hours per Week for the Full Semester
Tutorial for 1 Hour per Week for the Full Semester (starting in the second week)

COURSE TEXTBOOK
You are expected to buy the HIST 1051 The Australian Experience 2008 Course Readings compiled by Dr Josephine May.

OTHER BOOKS YOU MIGHT BUY:
While you are expected to own the Course Readings above, you might also want to buy a general history of Australia. Many of the following general histories of Australia are available for purchase in the University bookshop on campus. They are often also to be found in the numerous second hand book shops in the city and suburbs. Some of the most notable are:


TEACHING METHODS - Lectures & Tutorial

About Lectures
Lectures provide an introduction to issues, events and individuals in Australian history. They are not to be regarded as the 'last word' however and you are encouraged to pursue wide reading and your own informed interpretations. While the greater part of the lectures will be devoted to course content, a space will be set aside each week to discuss the skills of the historian. This will assist you to complete successfully the course assessment tasks. Lectures will be held in the Griffith Duncan Theatre in the Hunter Building. This is a very large theatre and you will be one of a large group within it. Please observe the following guidelines for behaviour under large lecture conditions outlined below.

Lecture Theatre Etiquette
Large classes present significant challenges for lecturers and students. Lecturers do their best to present well-prepared, informative lectures in an interesting and, as far as is possible, entertaining fashion. Students, in order to extract the greatest possible benefit for their studies, are requested to observe a few simple rules out of respect both for the lecturer and for their fellow students.
IMPORTANT – Large Lecture Theatre Etiquette

1. Please be there on time. If you are late, enter and be seated quietly.
2. Students are asked not to leave lectures early. If you simply have to leave, sit near to the rear exit and leave as quietly as possible.
3. MOBILE PHONES MUST BE TURNED OFF. Get into the habit of checking that your mobile is off as soon as you are seated.
4. Please do not talk during the lecture. It is discourteous to the lecturer and distracting for other students. Students who persistently interrupt will be asked to amend their behaviour or to leave the lecture.

NOTE regarding point 4: There are opportunities to talk. There is a discussion board dedicated to lecture content accessible in Blackboard. I have consultation hours where you are welcome to discuss any issues regarding the course with me. You can also note such matters for discussion at the tutorial. Tutorials provide your best opportunity to talk about the course.

About Tutorials
Tutorials will cover many of the key topics in Australian history. Before attending your tutorial each week, you are asked to read the required readings from the textbook. A limited number of hard copies will be available in Short Loans in the Auchmuty library. These readings will form the basis for the tutorial discussion. Tutorials enable closer study of particular themes and allow students to pursue issues which may not be clear from the lectures or readings. They provide an opportunity for you to develop skills in critical thinking, analysis of evidence and constructing an oral argument. Each student is expected to participate actively in tutorial discussions. Regard the tutorial group you join as a major resource for your learning. The more quality input each person has, the more productive the tutorial will be for everyone. This is part of collegial practice, a significant feature of the academic life.

An Important Note on Tutorial Attendance:
Tutorial Participation is worth 10% of your final mark. Participation consists of undertaking the weekly readings and preparing the weekly questions for discussion. You are then expected to contribute to the discussion. Absences from tutorial imply a lack of participation and therefore students who are repeatedly absent will not be able to gain high marks for participation and will risk failure on this assessment item. To this end, your tutor will keep a roll and notes on your participation. These rolls will be consulted when tutorial participation marks are being tabulated. Once you enrol in a group it is in your interest to remain where your name is recorded officially on the roll. If your name is not on the official tutorial roll, the Tutor is under no obligation to record your presence - unless the arrangement has been agreed to prior to the tutorial by both the Course Co-ordinator and the two Tutors involved. Tutors work very hard and have many students. You might like to photocopy your student card with your photo and give it to your tutor as soon as possible. This acts as an aid to memory for them. It is in your interests for them to know who you are.

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

Registrations close at the end of week 2 of semester. There are twenty (21) tutorial times offered from which you can choose but please be aware not all of them will be open at the start. They are given in the table below.
FULL CALLAGHAN TIMETABLE: Semester 1 - 2008

**HIST1051 THE AUSTRALIAN EXPERIENCE**  
Enquiries: School of Humanities and Social Science

<table>
<thead>
<tr>
<th>Type of class</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Commences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday</td>
<td>13:00 - 15:00</td>
<td>[HGDT]</td>
<td>With HIST1901, From Wk 1</td>
</tr>
<tr>
<td>and Tutorial</td>
<td>Wednesday</td>
<td>10:00 - 11:00</td>
<td>GP3-22</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>10:00 - 11:00</td>
<td>MCLG59</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>11:00 - 12:00</td>
<td>GP3-18</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>V25</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>GP2-20</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>W238</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>GP3-20</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>HA116</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>16:00 - 17:00</td>
<td>W202</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>17:00 - 18:00</td>
<td>W243</td>
<td>Commences Wk 2</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>17:00 - 18:00</td>
<td>HA64</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>18:00 - 19:00</td>
<td>HA122</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>9:00 - 10:00</td>
<td>GP1-30</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>GP3-20</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>11:00 - 12:00</td>
<td>MCLG44</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>15:00 - 16:00</td>
<td>GP1-30</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>17:00 - 18:00</td>
<td>HA110</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>10:00 - 11:00</td>
<td>GP1-30</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>12:00 - 13:00</td>
<td>MCG28C</td>
<td>Commences Wk 2</td>
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<tr>
<td></td>
<td>Friday</td>
<td>15:00 - 16:00</td>
<td>GP3-22</td>
<td>Commences Wk 2</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>16:00 - 17:00</td>
<td>MCLG59</td>
<td>Commences Wk 2</td>
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</tbody>
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**COURSE OBJECTIVES**

Upon completion of this course, students will be expected to:
1. Display an understanding of major aspects of the history of Australia
2. Display the ability to read critically and show an awareness of the contested nature of historical representation and the ability to engage in historical debates
3. Display the ability to reflectively consider the developments of Australia's history and how Australians have reacted to their natural and social environments
4. Display the ability to conduct basic research projects and to express clear and informed arguments, both orally and in writing

**COURSE CONTENT FROM THE CTS**

This course will focus on histories of Australia from the arrival of Aboriginal peoples some 60,000 years before present to the present. **Specific periods studied may vary from year to year.** It will also treat the skills used by historians in the practice of their craft. **Topics will include some or all of the following:**
1. Origins of Indigenous Australians
2. Traditional Aboriginal society
3. The Interest of Europeans in the South Pacific
4. The "Discovery" and claiming of Australia by the British as Terra Nullius
5. Convictism
6. Relations between Indigenous and Non-Indigenous Australians
7. The Development of European Australian land use, economy and political system and cultures of food, clothing and literature
8. Australia's Involvement in War in the Twentieth Century
9. Cultural Changes of the Twentieth Century including Americanisation and new Australian nationalism
10. Land Rights, the Stolen Generation and Reconciliation
11. The Republic

**Assumed Knowledge:** Nil

**Course Communication**

**Student Communication**

Students should discuss any course-related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website. The Dean of Students is available by appointment – email dean-of-students@newcastle.edu.au

**Use of Blackboard**

Blackboard, the University's online course management system, will be available for this course. I will place all materials relevant to the course on Blackboard in as timely a manner as I can. This will include course documents, suggested readings, lecture and tutorial materials, interesting websites, assessment items, and marks as they are achieved. I will also set up a discussion space where you can 'talk' to one another. I hope that you will feel able to do so. Also you can post any interesting materials relevant to the course that you think we could all find valuable or interesting. Utilising Blackboard should not be regarded by students as a substitute for attendance at lectures and tutorials.

**Studentmail and Blackboard:** [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. Students are advised to check their studentmail and the course Blackboard site on a weekly basis. Announcements will appear at Blackboard. You are expected to read and act on these if required, so it is in your interests to keep up to date.

**Course Assessment**

**Quick Overview of Assessment Items:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Class</td>
<td>In-class test 10% (Week 14)</td>
<td></td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Research essay 35% Students select a set question related to the course content or may design their own question in consultation with the lecturer. 1,700 words</td>
<td></td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Class participation demonstrating preparation and involvement, worth 10%</td>
<td></td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Library research exercise 10% (Week 5)</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>Field Report 35% Students select a local site of heritage interest and write a report. 1,700 words</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL INFORMATION ON WRITTEN ASSIGNMENTS

Various policies apply to the submission and marking of written assignments. Please read what follows carefully, you are expected to be aware of these conditions.

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 - http://www.newcastle.edu.au/service/academic-integrity/students/plagiarismstudents.html

There you will find HELPFUL LINKS to:

Infoskills - online information literacy and academic integrity tutorial

Writing and Plagiarism - this InfoSkills module is particularly useful, as it provides clear definitions of academic misconduct, including plagiarism and academic fraud, and how to use appropriate referencing styles.

Referencing and Style Guides - gives guidance on referencing and provides links to many different style manuals developed by the University Library.

Turnitin

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.

SPECIAL CIRCUMSTANCES

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.

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - 'Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html
ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS
Students are required to submit assessment items by the DUE DATE. Late assignments will be subject to the penalties described below.

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

Format for Electronic Submission of Assignments:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font, preferably Times New Roman, Arial or Verdana. Leave a wide margin for marker’s comments, use 1.5 or double line spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Do not fax or email assignments, submit them via Turnitin at Blackboard.**
- **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.

Submission of Assignments Online Via Turnitin at Blackboard
Students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Field Report 35%
- Research Essay 35%

Prior to final submission, all students have the opportunity to submit a draft of their assignment to Turnitin to self-check and amend their referencing. Assignments will not be marked until the due date when online versions are to be submitted. Marks may be deducted for late submission.

Note: Turnitin is used for all courses on the School of Humanities and Social Science.

**Important Information**
THERE IS NO PAPER SUBMISSION FOR THE TWO (2) MAJOR ASSESSMENT ITEMS IN THIS COURSE. WE WILL MARK YOUR WORK ONLINE AND YOU WILL ‘COLLECT’ IT ONLINE.

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
A GUIDE TO GRADING OF ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</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>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</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>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</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>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

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

Return of Assignments
You can review your marked major assignments and check for your mark at Blackboard.

Preferred Referencing Style
In this course, you should use the Chicago footnoting system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure. See the guide to footnoting at the end of this course guide. For further information see Infoskills.

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

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

If you are experiencing a problem or are unsure of what is required, please ask about it. Remember, we can’t help you if we don’t know there is a problem.

Research and past experience have shown that successful students:

- ask questions when they are unsure, i.e. show that they are ACTIVE learners who take responsibility for their own learning
- carefully manage their workload
- read widely and acquaint themselves with the relevant library resources
- regularly attend lectures and tutorials
- seek verbal as well as written feedback on their work
- utilise all opportunities to improve their skills and knowledge.

ON BEHALF OF THE 2008 TUTORS AND MYSELF, I HOPE THAT YOU ENJOY YOUR STUDIES IN THE AUSTRALIAN EXPERIENCE.

WE ARE ALWAYS INTERESTED IN STUDENT FEEDBACK SO, PLEASE, IF YOU HAVE ANY SUGGESTIONS FOR THE IMPROVEMENT OF THE COURSE, LET US KNOW. QUESTIONS AND SUGGESTIONS RELATING TO THE COURSE CAN BE POSTED AT BLACKBOARD OR GIVEN TO ME.

BEST WISHES,
DR JO MAY
COURSE COORDINATOR 2008

Children’s Christmas Party, Sydney during the Depression.
2008 Week by Week Course Guide

Week 1  Week beginning 18 February

Lectures:  Introduction to the Course
            The Study of Australian History
            On Sources and Footnotes

Tutorial:  None this week. Register for a tutorial online at

Your HIST1051 tasks for this week are to:

1. Register for a HIST1051 tutorial online (see link above).

2. Familiarise yourself with the Course Guide. You are expected to be aware of its contents.

3. Plan Ahead: Use your diary to note all assessment due dates – build in earlier reminders that submission dates are approaching.

4. Visit and familiarise yourself with the HIST1051 Blackboard site at
   www.blackboard.newcastle.edu.au/

5. Buy the Tutorial Readings from the Coop Printery.

6. Carry out the Required Readings for the next tutorial.

7. Make notes and prepare to take part in tutorial discussion.

8. Take a Library Tour.

9. Find the tutorial room before next week.

10. Photocopy your student card ready to hand to your tutor next week.
**Week 2: Week beginning 25 February**

**Lectures:** Aboriginal Australia: Origins and Traditional Society  
Skills Point - The Library

**Tutorial:** What is history?

**Required Reading:**
[http://www.history.ac.uk/ihr/Focus/Whatishistory/marwick1.html](http://www.history.ac.uk/ihr/Focus/Whatishistory/marwick1.html)  

**Recommended Reading:**
[http://www.history.ac.uk/ihr/Focus/Whatishistory/munslow6.html](http://www.history.ac.uk/ihr/Focus/Whatishistory/munslow6.html)  
In a more challenging piece, Munslow provides a different point of view to Marwick (on Blackboard and Short Loans as electronic copy).  

**Tutorial Discussion and Activities:**
1. Define ‘History’.
2. List as many reasons as you can to answer the question ‘Why study History?’ Is History ‘necessary’?
3. What are primary and secondary sources?
4. Draw up a list of primary sources and grade them according to their perceived level of reliability. Why might you trust one source over another? (Don’t limit yourself to written sources.)
5. Consider historian Alan Munslow’s questions: ‘Does the past contain one ‘true’ meaning or several? Is there one story to be discovered or several that can be legitimately generated?’
6. In order for a piece of writing to be ‘history’, what features must it have?
7. What is ‘periodization’? Referring to the timeline provided, what historical ‘periods’ can you discern in Australian History?
8. Identify as many groups as you can whose history is represented in the Lyons and Russell timeline.
9. How has the writing of Australian History changed over the years?

**Further Reading on the topic:** There are many fine books on this topic in the University of Newcastle library. Below is a selection. You are encouraged to dip into this sea at will.  


Hughes-Warrington, Marnie *Fifty Key Thinkers on History* London: Routledge,


**Website:** The Dictionary of Ideas [http://etext.virginia.edu/DicHist/analytic/](http://etext.virginia.edu/DicHist/analytic/)

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1 As the name suggests, students are expected to read all of the ‘Required Readings’ for tutorial and for their effective participation in the course. Other ‘Recommended’ and ‘Further’ readings are for research: they are not compulsory.
Week 3:  Week beginning 3 March

Lectures:  Colonisation: Possession and Dispossession  
The Convict Experience  
Active Reading

Tutorial:  Aboriginal Australia: Origins and Traditional Society

Required Reading:

Recommended Reading:

Tutorial Discussion and Activities:
1. Outline the origins of Aboriginal Australians.
2. What is the traditional Aboriginal understanding of time?
3. How were Aboriginal societies structured?
4. What was the traditional Aboriginal worldview?
5. Explain the role of land in traditional life.
6. Discuss the environmental impacts of traditional Australian Aboriginal societies.

Suggested task for this week:
*If you haven’t already, choose your essay topic.  
* Read the Notes on Bibliography at the back of this Guide.  
*Check the library and the internet for possible sources for your Library Exercise.

Further Reading on the topic:
**Week 4: Week beginning 10 March**

**Lectures:** Free Settlers and Colonial Expansion

**Tutorial:** Convicts

**Required Reading:**


**Recommended Reading:**


**Tutorial Discussion & Activities**

1. What information about the women and men of the First Fleet survives?
2. What did you learn about them from the accounts given by Cobley?
3. Examine the tables from *Convict Workers*. Write a brief sentence outlining the main generalisation from each table.
4. What claims is Nicholas making for the research given in *Convict Workers*?
5. What are the limitations of the types of evidence given by both Cobley and Nicholas?
6. Using the evidence gathered by Cobley from convict indents and other sources:
   - list any information you can deduce about the social conditions in England in the 1870s;
   - choose one convict and write a brief paragraph about them;
   - create a table like those from *Convict Workers*, using criteria such as age or crime.

**Further Reading on the topic:**


Byrne, Paula J ‘Convict women reconsidered ... and reconsidered’ *History Australia*, 2, 1, 2004: 13-1-3.


**Website:** The International Centre for Convict Studies [http://iccs.arts.utas.edu.au/index.html](http://iccs.arts.utas.edu.au/index.html)

**Sites:** Newcastle Convict Lumber Yard; The Bogey Hole; Hyde Park Barracks; Museum of Sydney on the First Government House site.
Week 5:  Week beginning 17 March

Lectures: The Frontier I

Tutorial: Coming to Australia! The Emigrant Experience

Required Reading:
Robin Haines Life and Death in the Age of Sail: the Passage to Australia
Sydney: UNSW Press 2003, pp.75-122 & 166-175.

Recommended Reading:

Tutorial Discussion and Activities:
1. Describe the emigrant voyage to Australia. Was it ‘100 days of hell’ or enjoyable?
2. What was passenger health like on the voyage of the Skelton to Hobart on 1820?
3. List the strategies Surgeon Logan employed to maintain the good health of passengers.
4. Discuss aspects of gender and class on the emigrant voyages.
5. What does Table 7 reveal about nutrition and medical care on board ship to Australia from Britain in 1839. (pp.104-107).
6. Outline the fortunes of the Hart family (pp.166-175). What does their experience tell about the emigrant experience?
7. How valuable are diaries as historical evidence? Comment on Haines’ use of emigrant diaries.

Further Reading on Colonial Life
Journal of Australian Colonial History, various issues.
Week 6: Week beginning (Wednesday) 26 March

Lectures: Gold!
The Eureka Stockade

Tutorial: The Frontier

Required Reading:

Recommended Reading:
There is a vast literature on this topic. For a good overview, see:
For a particularly haunting account of frontier relations around the role of the native police force in Queensland, see: Gibson, Ross. Seven Versions of an Australian Badland St Lucia, QlD: University of Queensland Press, 2002, especially pp.53-84 'Version 4: The Sinister Glamour of Modernity'.

Tutorial Discussion and Activities:
1. Make a list of the differences between Aboriginal and European attitudes to the land. What was the outcome of these differences?
2. According to Reynolds, what documents can historians access when writing frontier histories?
3. In what ways can these documents be distorted by their creator?
4. How do we know about frontier violence?
5. What does Richard Broome say of frontier statistics?
7. How reliable is the visual record? ‘Read’ the images given as evidence about the nature of the frontier.
8. How has the history writing about the frontier changed?

Readings:
Grimshaw, Patricia, Marilyn Lake, Ann McGrath and Marilyn Quartly, Creating a Nation, Melbourne: Penguin, 1994, Ch. 6, "Sex, Violence and Theft: 1830 - 1910".
Week 7: Week beginning 31 March

Lectures: Federation
The Beach

Tutorial: Eureka

Required Reading:

Tutorial Discussion and Activities:
1. Outline the main events that made up the Eureka Stockade.
2. Could Eureka have occurred at another place and time?
3. What was the significance of Eureka at the time?
4. What is the significance of Eureka now?
5. How has Eureka been memorialised?
6. Was Eureka a revolution or a riot over an unfair tax?
7. Does Eureka deserve its place in the national mythology?

Further Reading:
*Australian Dictionary of Biography* for the key players.
D. Parham, 'Riot or Revolution: getting the full story of the Eureka Stockade.' *Quadrant*. v.51, nos 1-2, Jan-Feb 2007: 42-47[Don Parham's documentary, Riot or Revolution screened on ABC television on 3 December 2006.]
R.D. Walshe ‘Eureka 150’ An edited version of a talk by the author at The Writers’ Centre, 5 December 2004. [available online at APAIS, a database for Australian materials at the Library website, accessed 21 January 2008].

REMINDER RE SUBMISSION OF ESSAY Due Date: Week 7 Friday 4 April by 5pm

Australian History Website: The National Centre for History Education: an invaluable site for school teachers and students of Australian history. [http://www.hyperhistory.org/](http://www.hyperhistory.org/)
Week 8: Week beginning 7 April

Lectures: Empire’s Call: ANZAC

Tutorial: Federation

Required Reading:
Hirst, John 'Article: When Australia was a Woman: A point of view about Federation’ From National Centre for History Education Downloaded 19 January 2008 from: http://www.hyperhistory.org/index.php?option=displaypage&Itemid=263&op=page#art1#art1
Six Images of ‘Australia’.

Tutorial Discussion and Activities:
1. How have historians accounted for the success of the Federation movement?
2. Why did the Australian colonies federate in 1901?
3. Outline and evaluate the historical interpretations of Federation given by Lake and Hirst.
4. Interpret the images of Australia at Federation. How did artists conceptualise ‘Australia’?
5. What were the reasons behind these representations?

Further Reading:
Evans, Raymond Documenting Australia’s Federation: 1901 Our Future’s Past, Melbourne:

Websites:
Documenting a Democracy www.foundingdocs.gov.au
The Federation Story http://www.abc.net.au/federation/fedstory/home.htm

Mid Semester Recess: 14 April to 27 April
Week 9: Week beginning 28 April

Lectures:
The Great Depression
Newcastle sidelights.

Tutorial:
Charles Bean and The ANZAC Legend

Required Reading:

Recommended Reading:

Tutorial Discussion and Activities:
1. What was life like on Gallipoli?
2. What aspects of the Gallipoli campaign did Bean record for the *Official History*?
3. Examine the portrayal of the Gallipoli experience in the excerpts from *The Anzac Book*, written by AIF soldiers and edited by Bean. What impressions did they create?
4. Compare and contrast the depiction of Gallipoli given in *The Anzac Book* with that given in the excerpts from Bean's writing in *Making the Legend*.
5. Why is Anzac one of the enduring legends of Australian history?
6. What is the role of war/ memorials in Australian life?

Further Reading:

Website:
**Week 10:** Week beginning 5 May

**Lectures:** Frontier II: the case of Dhakiyarr Wirrpanda  
*Dhakiyarr vs the King* VHS: 2004.

**Tutorial:** The Great Depression

**Required Reading:**


**Recommended Reading:**


**Tutorial Discussion and Activities**
1. What was the economic situation in Australia in the years immediately before the Great Depression?
2. In your view what was the main effect of the Depression?
3. What were the differences between the urban and rural experiences during this time?
4. How have oral history studies interpreted the Great Depression?
5. Why does Spenceley say it is time to return to the documents?
6. Do you agree with him that oral histories might tell us more about the present than the past?

**Further Reading:**


Week 11: Week beginning 12 May

Lectures: The Second World War at Home

Tutorial: Frontier II: the case of Dhakiyarr Wirrpanda vs the King

Required Reading:
Notes taken at Dhakiyarr’s trial by JA Carrodus, Chief Clerk of the Department of the Interior.
www.uncommonlives.naa.gov.au

Recommended Reading:

Tutorial Discussion and Activities
1. Analyse the document employing the schema provided.
2. Outline the events recorded in the notes taken by J A Carrodus during Dhakiyarr Wirrpanda’s trial.
3. What was the case against Dhakiyarr? Did he receive a fair trial?
4. According to Peggy Brock , how has the criminal justice system been employed with regard to Aboriginal people?

Further Reading:
Black & White DVD (Lahiff, 2002)
**National Archives of Australia. Uncommon Lives: Dhakiyarr Wirrpanda. Part of an online series on famous and not so famous Australians as revealed in records held by the National Archives, www.uncommonlives.naa.gov.au
Week 12: Week beginning 19 May

Lectures: The Menzies Years

Tutorial: The Second World War at Home

Required Reading:
Hennessey, Eileen “‘...the cheapest thing in Australia is the girls”: Young Women in Townsville 1942-1945’ *Queensland Review* 1(1) 1994: 61-70.

Recommended Reading:

Tutorial Discussion and Activities:
1. What kinds of evidence are employed in the piece by Connors et al? How does the evidence shape the history they are able to construct?
2. What effects did the arrival of the Americans have on women’s lives in Australia at that time?
3. What was the experience in Townsville for example?
4. According to, how were young women viewed during the war?
5. How did Australian women and men react to the American presence in Australia during the World War Two?
6. Was World War Two a time of ‘unprecedented freedom’ for women?
7. What does a gender perspective bring to narratives of wartime experience?

Further Reading:
Lemar, Susan ‘Sexually cursed, mentally weak and socially untouchable”: women and venereal diseases in World War Two Adelaide’ *Journal of Australian Studies*, vol. 79.
Week 13: Week beginning 26 May

Lectures: Vietnam
The Whitlam Government

Tutorial: Postwar Immigration

Required Reading:

Tutorial Discussion and Activities:
1. What was the impact of the assimilation policy on post war immigrants and other Australians?
2. What immigration policy changes occurred after WW2?
3. Examine the tables from ‘Inclusion and Exclusion’. List the changes you can discern in the Australian population from 1947 to 1981, and suggest reasons for those changes.
4. Do you agree with Hirst’s analysis of assimilationism and multiculturalism? Is his analysis born out in the years since he wrote it? How do you explain the Cronulla Riots?
5. Evaluate Australia’s current race relations. What is the way forward?

Further Reading:
Grimshaw, Patricia, et.al., Creating a Nation, Melbourne: Penguin, 1994, Ch. 13.

Leaving ‘a displaced persons’ camp in Germany to work for the British Army, late 1940s before coming to Australia to settle in Orange NSW.
Week 14: Week beginning 2 June

Lectures: Summation- Australian History: Contested Ground
Reflections on the value of history

Tutorial: In Class Test (10%)

The End

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The End

Coolangatta
(South Queensland)

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School of Humanities and Social Science 24
OUTLINE OF ASSESSMENT TASKS

1. **Assessment Task 1 - Library Exercise: an annotated bibliography** (i.e. a list of sources with notes)

   **Length:** No more than one side of one page.  
   (plus the School of Humanities and Social Science COVER SHEET – two pages in all, stapled at the top left hand corner). NO PLASTIC SLEEVES or FOLDERS of any kind please.

   **Page set-up:** use white paper and black ink  
   2.5cm margins all round.  
   Single or 1.5 line spacing.  
   11-12 point Times New Roman, Arial or Verdana font.

   **Value:** 10%

   **Date Due:** Week 5, beginning 17 March 2008.

   **Submission:** This exercise MUST BE handed in at your tutorial this week unless there are dire circumstances preventing it.

   **Rationale:** This task is designed to help you to begin to negotiate the University Library and its catalogue, and to research for your first essay. The task will help you build on your source assessment skills and use proper academic bibliographic technique.

   **Details of the Task:**

   1. Decide which essay topic you will be working on for the next assessment task (see the following pages for these topics).

   2. Analyse your topic and isolate the key words – these keywords can be used in a subject search in the library catalogue for appropriate sources.

   3. Find each of the following types of sources that will be useful for research on your chosen topic:

      i) **Two** book length studies (monographs) relevant to your topic and not including the book/s you are investigating for the essay. Examine tables of contents and indexes and make a brief note on the relevance of the book – or sections within it – to your topic.

      ii) **Two** journal articles. Once again skim the contents and make brief notes as to their usefulness to you. These can be scholarly book reviews.

      iii) **One** internet site or CD ROM (not an encyclopaedia) with notes made by you regarding how you would use the source.

   4. Your watchwords for this research are **Relevance, Reliability** and for secondary sources, **Recency**.

   5. Format your entries as specified at the back of this Course Outline for correct bibliography. It is strongly recommended that you do the Library’s Infoskills module before undertaking this task. Infoskills: [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

   **Marking Criteria:**

   1. Two marks will be assigned per item.

   2. **One mark** will be for listing of the source itself. Any detail missing from the listing will result in loss of a half mark.²

   3. **One mark** for the quality of the notes, especially regarding relevance.

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² For example, author, title, place of publication, publisher, year of publication for books; for an article, author, title of article in double inverted commas, title of Journal in italics, volume number, year and pages; for website, author (if any), full name, web address and date accessed; for CD ROM, author (if any), title, publisher, year.
2. **Assessment Task 2 – The Essay**

NOTE: If you haven’t already, please complete the essay writing module before you attempt this task. It can be reached at [http://www.newcastle.edu.au/school/hss/essaywritingmodule/start.htm](http://www.newcastle.edu.au/school/hss/essaywritingmodule/start.htm)

**Length:** 1500 – 1700 words (10% below or above is acceptable. ‘The’ ‘a’ and ‘and’ are usually not counted, nor are direct quotations, the latter should be used sparingly however).

**Page set-up:** use white paper and black ink.
2.5cm margins all round.
1.5 line spacing.
11-12 point Times New Roman, Arial or Verdana font.
Do not use images.

**Value:** 35%

**Date Due:** Week 7, beginning 2 April 2008.

**Turnitin Submission:**
All essays should be submitted through Turnitin at Blackboard. You will have an opportunity to correct your manuscript and re-submit to Turnitin before final submission.

**Paper Submission:**
*This is by online submission at Turnitin ONLY.* You should ALWAYS keep a copy.

**Rationale:**
Form: Essays are complex intellectual tasks and the primary mode of assessment in academic courses in the humanities. They test every level of intellectual and organisational skills, as well as skills of presentation. The basic form will also be familiar to students, and is thus a good way to start the major assessment items.

Aim of the Topics: A wide variety of topics has been given from which you choose one. It is hoped that the broad range will facilitate your research when there are so many demands made upon sources by such a large group. Some of the topics can be understood in terms of ‘text and context’. Accordingly you are asked to read one book thoroughly and engage with it in the context of other books on the same historical era and topic. Many texts are given so that the pressure on any one resource is not too great.

**Marking criteria:** See ‘A GUIDE TO GRADING OF ASSESSMENT TASKS’ on page 8.

**CHOOSE ONE (1) of the Following Essay Topics:**

1. **Read ONE of the following ‘big picture’ histories. Outline and evaluate the argument.** You should discuss the type and breadth of sources on which the work is based, and the quality of the author’s style and methodology. How convincing is the argument? You are encouraged to examine other books on the topic and research in the journals for book reviews and other commentary.


3. Select ONE autobiography from the list given below. Compare and contrast the account with other historical accounts of the same period. What can historians learn from autobiographical accounts? How useful are they as evidence? (Note – While the University library carries all of these titles, local libraries often also carry a good range of Australian autobiographical titles. All of the following books are in print and you can obtain or order them through the university bookshop.)


4. Research the Australian frontier experience, and then discuss the view put by Ross Gibson in *Seven Versions of an Australian Badland* (St Lucia, Qld: University of Queensland Press, 2002). Do you agree with his argument about the relation of the past to the present? Do ‘badlands’ exist?


6. The beach has always been as important as the bush in Australian society and culture. Discuss.

7. Oral history provides a unique way to enter into the experience of the Great Depression in Australia. Discuss the impact of the oral history literature about the Great Depression in Australia on the ways in which the period is understood.

8. Select one of the following books about the Vietnam War. Outline and evaluate the use of evidence in your selected volume. What kind of historical account does the book provide about the war?

3. Assessment Task 3 - The Field Report

Length: 1500 – 1700 words

Page set-up: use white paper – black ink is preferred for text although colour may be used for other materials.
2.5cm margins all round.
1.5 line spacing.
11-12 point Times New Roman, Arial or Verdana font.

Value: 35%

Date Due: Week 11, beginning 12 May 2008.

Turnitin Submission:
All reports should be submitted in the first instance through Turnitin at Blackboard. You will have an opportunity to correct your manuscript and re-submit to Turnitin.

Paper Submission: This is by online submission at Turnitin ONLY. You should ALWAYS keep a copy.

Rationale:
Form: History has practical applications in almost every sphere of human activity. Reports show the relationship between the historical record and the lived environment. The aim of having you present a report is first to hone your versatility in formats, and secondly to develop your skills in applied history.

Content: The aim of the local history topic is to demonstrate that history lives in our streets. It is hoped that it will deepen your appreciation of the local environment and of heritage values. Further as teachers you will be asked to engage your students in local topics. It is as well that you have faced the challenge of local studies in preparation.

Marking criteria: See ‘A GUIDE TO GRADING OF ASSESSMENT TASKS’ on page 8.

The Task: Write a field report on a local site of historic interest and make an assessment of its significance to local and wider heritage.

The Suggested Steps:

1. Select a site from the one of the following:
   i. A War Memorial
   ii. A Cemetery
   iii. An Historic House, School or Church
   iv. An Aboriginal heritage site
   v. Other historic structures eg Nobby’s Breakwall, Fort Scratchley and so on.

2. Prepare to visit the site by first undertaking some preliminary research in the University and local libraries. See what is available on the internet. Make sure that you only use reputable websites.

3. Visit the site and collect evidence and impressions. Try to ‘read’ the site by asking question such as: What can you tell about how the site was constructed? What does it look like now? Has it been altered? Why? What is it used for now? Was that its
original purpose? Has it had any other uses? What does the site mean to the community, or to the people who use it? Is it significant locally, to the whole state or to the nation? Has this meaning changed over time? How does this site relate to others around it? Is part of a functional precinct or is independent? Is this site unique or are there lots around just like it? Make notes at this stage.

4. Conduct additional research to answer questions raised by the field trip.

5. Write the report. Your report should have the following headings:

i) Location – describe the area where the site is situated. This includes a short general description of the site itself including its main features, layout and building materials. Include a short statement about the Condition of the site - An assessment of the present condition of the site and whether its presentation detracts from or adds to the site's historic value.

ii) A History of the Site - when, how and why it was built, who built it, the site's original purpose; and how and why its use may have changed over time. This should form the bulk of your report.

iii) Historic Significance – an assessment of the importance of the site within the local community, what it reveals about history of the local community, the state and the nation as applicable.

v) Conclusion - This should contain your assessment of the site's historic importance and why it was or should be preserved as an historic / heritage site. Your assessment should be based on the following factors:
   a) The site's history and what it tells us about the history of the local community;
   b) The condition of the site and the degree to which it retains its historic nature.

Sources on heritage studies and heritage values:
Connah, Graham, "'I built a little homestead', Extracting History from Houses" and "'I cleared the land and fenced it', Reading the Rural Landscape", Of the Hut I Builded, the Archaeology of Australia's History, Melbourne, 1993.
Lavelle, Siobhan, Cemeteries, Guidelines for their Care and Conservation, Sydney, 1992, includes the Burra Charter.
Local History, Ideas and Suggestions for Teachers, National Trust of Australia (NSW) and the Heritage Council of NSW, Sydney, 1981.
Royal Australian Historical Society Technical Information Service pamphlets:
Coltheart, Lenore, "Public Works in Local History", no. 11, October 1987 (railways).
Wilson, Graham, "Cemeteries and Local History", no. 29, 1991.

Relevant journals and newsletters:
Heritage Australia
Heritage News
Locality
Public History Review

4. Assessment Task 4 – In-Class Test
This short answer test on materials covered in the lectures and tutorials will be conducted in tutorials in week 14. A briefing will be given on the nature of this test in the week 11 lectures. Do not panic about this. Students are expected to complete this task.
Some Sources of Use for the Study of Australian History:

Collections of Documents

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


Other References


Journals

Aboriginal History
Australian Cultural History
Australian Historical Studies
Australian Journal of Politics and History
History Australia (continues AHA Bulletin)
Journal of Australian Studies
Journal of the Royal Australian Historical Society
Labour History
Melbourne Historical Journal
The Electronic Journal of Australian and New Zealand History
http://www.jcu.edu.au/aff/history/

Databases and Indices

To find articles in these journals, use an index such as Historical Abstracts or database such as the Australian Public Affairs Information Service (APAIS). The bibliography volume of Australians, A Historical Library called “Sources” is set out by topic and contains pre-1980 articles that are not on on-line databases.

The Internet

Picture Australia. A gateway to photographic collections of libraries and archives around the country. http://www.pictureaustralia.gov.au
While the internet contains much recently published material and permits access to resources such as photographs and documents in distant repositories, it should be used with caution. As with hard copy books or journal articles, be critical of the material you find and only use it if it is from a credible source such as a library or university and includes references.
What does history train me to do?
One of the questions students commonly ask is ‘What does history train me to do’? There are a range of skills we hope you will acquire. In the history discipline we view these skills as an integral part of our courses. Knowledge of course content cannot be effectively acquired without the acquisition of these skills:

# Critically read secondary literature - especially books and journal articles.
# Interpret an historical source – distinguish between primary and secondary sources; work with primary sources; apply historical approaches and methodologies; think laterally.
# Establish consistent, organised writing skills – how to plan an essay; sequencing an argument; technical referencing conventions.
# Participate in oral discussions – sharing of information; how to put forward an argument orally.
# Elementary computer skills – effective use of the Blackboard, library catalogue, computerised data bases, and word processing.

POSSIBLE FUTURE EMPLOYMENT FOR HISTORY MAJORS
Along with the skills outlined above, a knowledge of Australian History directly enhances career prospects in:
Administration
Business
Defence Forces
Diplomacy
Economics
Education – all types
Foreign Affairs
Industrial Relations
Intelligence Services
Journalism/Media/Communications
Law
Management
Politics
Public Relations
Research
Tourism/Hospitality

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @

Changing your Enrolment:
To change your enrolment online, please refer to
http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

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
A Guide to Footnoting

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

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

Use footnotes to give the source of:
- direct quotations
- an unusual or disputed opinion
- important statistics
- any similar facts
- a pithy or memorable phrase or one that gives contemporary colour
- close paraphrases

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

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

(a) Complete Initial Citation
(I) Books
(ii) Journal Articles

(iii) **Chapters from Books**

(iv) **Theses**

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

(v) **Official Documents**

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

(vi) **Manuscripts**
Parkes to T.T. Ewing, 2 May 1891, Parkes Correspondence, Mitchell Library, A907, 31.

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

(vii) **Newspapers**
*Sydney Morning Herald*, 19 May 1932.

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


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

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

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

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


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

1. These should appear at the end of the quotation or at the end of the passage to which they refer and should be placed after the full stop. 
   ... “those of the men to whom he entrusted his fortune”.  
   
   If you do not have a word processing programme which inserts the numbers, put the footnote number in brackets at the same location: (23)

2. Numbers should be used consecutively throughout the essay. Do not begin with footnote 1 on each page.

3. Footnotes should appear at the bottom of the page on which the reference is made. Notes at the end are called “endnotes”. Although they are frequently used, they are more cumbersome for the active reader to use than footnotes.

### A Guide to Bibliography

1. Place the bibliography on a separate sheet at the end of the essay headed “Bibliography”.

2. It should include all books and articles consulted whether actual quotations are taken from them or not.

3. Never include any book not used.

4. Primary sources (letters, diaries, official documents) should be listed separately from secondary sources (works of history)

5. Within these categories, entries should be arranged in alphabetical order by authors’ surnames.

The method of writing bibliography is very similar to footnoting.

(I) **Books**


(ii) **Journal Articles**


(iii) **Chapters from Books**


(iv) **Theses**


(v) **Official Documents**


(vi) **Manuscripts**

Parkes Correspondence, Mitchell Library, A907.

(vii) **Newspapers**

*Sydney Morning Herald*.

(viii) **Electronic Sources**


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