HIST3220 - Issues in Australian History
Course Outline

Course Co-ordinator: Dr Susan West
Room: TBA
Ph: TBA
Fax: 4921 6933
Email: susan.west@newcastle.edu.au
Consultation hours: TBA
Semester: Semester 1 - 2008
Unit Weighting: 20
Teaching Methods: Lectures: Thursday 12-2
Seminars/Workshops: Thursday 2-5; 5-7

Course Overview

Brief Course Description
Takes an in-depth look at specific issues in Australian history that have provoked debate and controversy. The aim is to take a considered look at historical debates surrounding these issues, consider some of the relevant primary sources, and discuss the theoretical and political context to contemporary developments in the study of Australian history. The course provides students with an overarching knowledge of historical debates, while also encouraging the development of the skills of researching, writing, and evaluating historical arguments. The idea that the Australian past is the subject of debate and contestation will be introduced in a challenging yet enjoyable fashion.

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

Learning Materials/Texts

Course Objectives
Upon completion of the course students should be able to demonstrate: an awareness of the major issues in the study and practice of Australian history; an ability to evaluate critically competing historical interpretations, and primary sources; an ability to understand and analyse academic as well as popular history; research and reflective skills relevant to the study of the humanities and written and oral communications skills appropriate for a professionalised scholarly environment.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 25 January 2008
Course Content
There may be some slight variation in course content from year to year. Topics covered may include: Aboriginal history, famous Australian historians, the bush legend, the myth of Anzac, 'Black armband' history, History and Heritage, the Great Depression, oral history, War and Society, the post-war suburb, and the Whitlam Dismissal.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies, plus other shorter exercises as specified in the course guide, totaling 5,000 - 7,000 words, 50 - 70%.</th>
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</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Formal exam or class test, as specified in the course guide, 20 - 40%.</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Class participation demonstrating preparation and involvement, worth 10%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester.</td>
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</tbody>
</table>

Assumed Knowledge
20 units in History at 1000 level or equivalent.

Callaghan Campus Timetable
HIST3220
ISSUES IN AUSTRALIAN HISTORY
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture Thursday 12:00 - 14:00 [V07] and Tutorial Thursday 15:00 - 17:00 [MCLG44] Commences Week 2
Or Thursday 17:00 - 19:00 [W243] Commences Week 2

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

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

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

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 -


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

Online copy submission to Turnitin
In addition to hard copy submission, 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/

- Minor Essay – [1500 words]
- Major Essay – [3500-4000]

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

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

Hard copy submission:
- Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
- Staple the pages of your assignment together (do not use pins or paper clips).
- University Assessment Item Coversheet: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah

- Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

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


**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.

**Re-marks & Moderations**
A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,  
   a) whether there was a single marker, or  
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:
1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:
1. the content of the course as against the content or nature of the assessment item(s)  
2. the content or nature of the assessment item(s) as against those set out in the Course Outline  
3. the marks given by a particular examiner and those given by another in the same course  
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**Return of Assignments**
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course it is expected that students use the Chicago referencing system for referencing of 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.
For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Special Circumstances
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

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 @ http://www.newcastle.edu.au/currentstudents/index.html

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

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

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

Any student:

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

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

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.
Note: different procedures apply for minor and major assessment tasks.

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

Students should be aware of the following important deadlines:

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

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

· Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior the first date of the examination period.

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

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. Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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

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

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

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

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

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

The four Student Hubs are located at:
Callaghan campus

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

City Precinct

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

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty website

Faculty of Education and Arts

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

The Dean of Students

Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

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

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

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

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

### HIST 3220 ISSUES IN AUSTRALIAN HISTORY 2008 – OVERVIEW

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<thead>
<tr>
<th>WEEK beginning</th>
<th>LECTURES</th>
<th>FILM</th>
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<tbody>
<tr>
<td>Week 1 18 February</td>
<td>The State We’re In &amp; The Terms of the Debate:</td>
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<tr>
<td>Week 2 25 February</td>
<td>First Contact Narratives</td>
<td>Excerpt from <em>Mutiny on the Bounty</em></td>
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<tr>
<td>Week 3 3 March</td>
<td>History Wars: Black Armband History vs The Three Cheers View</td>
<td><em>Frontier: stories from White Australia’s Forgotten War</em> (VHS, ABC 1996)</td>
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<tr>
<td>Week 4 10 March</td>
<td>Protection and Assimilation</td>
<td><em>Rabbit Proof Fence</em></td>
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<tr>
<td>Week 5 17 March</td>
<td>Economic Histories: Convicts</td>
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<tr>
<td>Week 6 24 March</td>
<td>Nationalist Histories: The Bush Myth</td>
<td>Excerpts from: <em>The Bush myth in Australian films</em> Part 1 <em>The Overlanders or Camera Obscura</em></td>
</tr>
<tr>
<td>Week 7 31 March</td>
<td>Bushranging</td>
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<tr>
<td>Week 8 7 April</td>
<td>War Writing and Military Histories : ANZAC</td>
<td><em>Australians at war</em></td>
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<tr>
<td><strong>University recess 14 – 25 April</strong></td>
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<tr>
<td>Week 9 28 April</td>
<td>Gender Histories: Gender and War</td>
<td><em>Come in Spinner</em></td>
</tr>
<tr>
<td>Week 10 5 May</td>
<td>No Lectures</td>
<td>Research Week</td>
</tr>
<tr>
<td>Week 11 12 May</td>
<td>Age &amp; History 1950s Youth Histories</td>
<td><em>The Delinquents</em></td>
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<tr>
<td>Week 12 19 May</td>
<td>The Visual &amp; the Vietnam War – Unmaking and Remaking ANZAC Exam Briefing</td>
<td><em>The Odd Angry Shot</em></td>
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<tr>
<td><strong>Essay due 22 May</strong></td>
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<tr>
<td>Week 13 26 May</td>
<td>The Use and Abuse of the Past</td>
<td></td>
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<tr>
<td>Week 14 2 June</td>
<td>No lectures</td>
<td></td>
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<tr>
<td><strong>Exam in the examination period</strong></td>
<td></td>
<td><strong>10 - 27 June 2008</strong></td>
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</table>
INTRODUCTION
Welcome to HIST3220 Issues in Australian History. As well as exploring many significant issues in Australian history, this course will also focus on the craft of history – its methods and theories. The course seeks to expose how varied and eclectic the work of the historian can be. In fact the historian’s work can be thought of as ‘disciplined eclecticism’. As one of the very oldest of the humanities, the discipline of history can be applied to and draw from every other branch of learning. Indeed history has been an interdisciplinary subject long before interdisciplinarity became the vogue. Robert Williams, Vail Professor of History at Davidson College in the USA, wrote:

Doing history is fascinating and complex, a craft that combines elements of both art and science. The sooner students understand this, the better able they are to discover the past, construct historical narratives and arguments, and live with ambiguity in a world where truth is always probable and contingent, never certain and predictable. (AHA Perspectives, 2002, internet source)

I hope that you will find the course stimulating, interesting and valuable. I would be very grateful for any comments and suggestions you might have for its improvement.

Dr Susan West
Course Co-ordinator 2008.

ESSENTIAL TEXTS
You are expected to purchase the following Reader:

2008 Tutorial Reader HIST3220 Issues in Australian History.

RECOMMENDED READING
You might consider buying:


These texts are available from the United Campus Bookshop or the Co-op Bookshop, Perkins St, Newcastle. Multiple copies of all of the above are available in the library.

ASSESSMENT SUMMARY

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Two tutorial Presentations (5%) and Participation (5%)</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Two written tutorial papers – the first from weeks 1-7 and the second from weeks 8-13 --- each worth 15% (each 1500 words)</td>
<td>30%</td>
<td>Prepared before your presentation week. The written paper to be handed in the week after the relevant tutorial</td>
</tr>
<tr>
<td>Research essay (3,000 words)</td>
<td>40%</td>
<td>Due week 12</td>
</tr>
<tr>
<td>Examination</td>
<td>20%</td>
<td>In Exam period</td>
</tr>
</tbody>
</table>
COURSE EXPECTATIONS
You will be expected to attend at least 80% of the lectures and tutorials, complete the essential reading for each week, regularly check the Blackboard website and your Studentmail account, and hand in all written work in the appropriate format to be considered for assessment. Failure to meet the attendance requirements may result in exclusion from the course. The School’s normal rules on late essays and plagiarism will apply. (See the School of Liberal Arts Handbook for details). There is no assumed knowledge for this course, but participants who have little or no background in Australian history are expected to address this issue by reading general texts such as Macintyre’s A Concise History.

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. 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 readings, ideas or visual 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.

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 seminars
- seek verbal as well as written feedback on their work
- utilise all opportunities to improve their skills and knowledge

AVAILABILITY
Please come and see me before or after lectures or tutorials on Thursdays. I have the use of a room on Thursdays in the McMullin Building for those times when I am not in class with you. Also you can always email and I will get back to you as soon as I can.

ASSISTANCE TO STUDENTS
If you are having any problems related to the course I should be your first stop. There are other organisations within the University that can also help. Students with a disability can seek assistance from the Disability and Student Support Unit (ph 4921 6467), and the Learning Skills Unit in the McMullin Building (ph 4921 6606) have courses on researching, writing, and study skills. Auchmuty Library runs courses on using NEWCAT and other search aids. The Language Centre (ph 49215376) runs classes for students who speak English as a second language.

SKILLS DEVELOPMENT
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

Administration
Business
Defence Forces
Foreign Affairs
Industrial Relations
Intelligence Services
Journalism/Media/Communications
Law
Diplomacy
Economics
Education – all types
Management
Politics
Public Relations
Research
Tourism/Hospitality

IMPORTANT NOTICES

STUDENT EMAIL

Please note that the University requires me to respond to your student e-mail address.

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. Under no circumstances will written work be accepted after the end of Week 14.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

SPECIAL CIRCUMSTANCES

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

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.

RE-MARKS AND MODERATION

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

6. whether the student had discussed the matter with the Course Coordinator
7. the case put forward by the student for a re-mark
8. the weighting of the assessment item and its potential impact on the student’s final mark or grade
9. the time required to undertake the re-mark
10. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.
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4. the original marker; or  
5. an alternate internal marker; or  
6. an alternate external marker (usually as a consequence of a grievance procedure).

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6. the content or nature of the assessment item(s) as against those set out in the Course Outline  
7. the marks given by a particular examiner and those given by another in the same course  
8. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ http://www.newcastle.edu.au/policylibrary/000769.html

WHAT DO MY GRADES MEAN?  
FAIL: if you can only provide a sketchy outline or a mere chronological account without argument. Simple regurgitation of lecture notes will rarely pass. Essays without adequate footnotes and a bibliography will fail.

PASS: if you answer the question asked and cover the major points in the issue in a reasonably literate and intelligible manner. In other words, you show that you know what the question is about, and provide appropriate evidence and argument to answer it.

CREDIT: to those who answer the question in more depth or with more breadth than the average student. This means evidence of intelligent, thoughtful reading.

DISTINCTION: to those who offer more of everything and package it better: that is, answer the question asked, show evidence of wide reading, original thinking and a highly literate style.

HIGH DISTINCTION: to those whose work cannot be faulted and who have clearly demonstrated the skills of a critical historian.

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

Hard copy submission:  
- University Assessment Item Coversheet: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/  
- By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:  
  - Level 3, Shortland Union, Callaghan  
  - Level 2, Student Services Centre, Callaghan  
  - Ground Floor, University House, City  
  - Opposite Café Central, Ourimbah  
- Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.  
- Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.  
- 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.
USING TURNITIN
In addition to hard copy submission, 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/

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

RETURN OF ASSIGNMENTS
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Refer - 'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779' available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.viii)

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

ESSENTIAL ONLINE INFORMATION FOR STUDENTS
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

ASSESSMENT DETAILS
Tutorial Papers (two papers each worth 15% = total 30%)
All students will prepare two tutorial papers, the first from weeks 1 – 7 and the second from weeks 8 - 13. Every student will twice present a five to ten minute introduction to the tutorials. This will involve a brief outline of the readings and some attempt to answer the questions listed under each week. If there is more than one student presenting the tutorial then you are encouraged to work co-operatively by dividing up questions or readings as you see fit. Your presentation will form the basis of a tutorial paper due in the week following the tutorials. These papers should be submitted in essay format (using School conventions on footnoting), and should address the question in italics only. You should take into account the tutorial discussion itself when completing your final written paper.

Essay (40%)
The essay, 3000 words in length, is due on Thursday 22 May and comprises 40% of your total assessment. The questions are listed later in this Guide. Do not answer a question that you have covered in either of your tutorial papers. Essays that do not adhere to School requirements on format, legibility and readability are likely to be returned unmarked. Essays handed in late with no prior arranged extension will attract a penalty. Such essays may be marked but no substantive comments will be given. Remember that your essay is a major piece of research and students should devote a considerable amount of time and thought to it. You should plan ahead, making sure you manage the workload from this and other courses. No extensions will be granted based on workload from other courses.

As a matter of urgency you should check the workload and due dates for your other courses and ensure that you have sufficient time to complete your major essay for HIST 3220.

Examination (20%)
The exam is worth 20% of your total assessment. The best preparation for the exam is regular attendance, reading and participation every week. Reviewing your notes from your weekly reading, and from the tutorials, will be the best form of revision. A thorough briefing will be given in good time for this exam.

Attendance at the examination is compulsory. The only exemptions apply to religious holy days, or documented medical reasons.

Tutorial Participation (10%)
The participation mark, worth 10%, will be determined by considering a student's two tutorial presentations and overall participation in the tutorial series. The quality of a student's contribution rather than frequency, will be the main criteria. You will not earn marks for simply turning up to class. Apart from active participation in the tutorials you must also complete a tutorial presentation during two tutorials to be eligible for a participation mark. (For more details on tutorials see below.) Students will also be asked to rate their performance.
MAJOR ESSAY QUESTIONS

DUE: Thursday 22 May 2008
LENGTH: 3000 words
WEIGHTING: 40% of your total assessment

Please read the following important points before you start your essay:

- Do not attempt to answer a question that overlaps with your tutorial papers. See me if you have any doubts.
- Essays should conform to the School’s requirements for written work. Late essays will be penalised. No written work will be accepted after the end of Week 14.
- Students who begin work early and seek help from the co-ordinator invariably score better marks.
- Remember there is no option to resubmit if you are disappointed with your grade.
- Students should use the tutorial reading lists and those given later in this guide to begin their research. There is a vast academic literature available in Australian history. Your guides in finding references are the three Rs: Reliability, Relevance and Recency.

Please read the following important points before you submit your essay:

- Use the School of Liberal Arts Assignment Cover Sheet (on Blackboard under ‘Assignments’).
- Use white paper. Write on only one side of the paper. It is expected that essays will be typed.
- Do not use plastic cover sheets of any kind. Simply staple your work, or fix it firmly in some other way, at the top left hand corner.
- Number your pages.
- Use Times New Roman, 12 pt font.
- Allow a 2cm margin all around for comments.

Choose one of the following:

1. Question on the First Contact Narratives Topic:

   Examine in depth two first contact narratives. Discuss the main ideological frameworks, narrative constructions and linguistic features exhibited in these narratives and reflect on the significance of your findings for the ways in which early colonial Australian history developed.

2. Question on the History Wars Topic:

   Revisiting the subject of ‘Aboriginal history’ now the media frenzy has died down (although not disappeared), it is clear that the Windschuttle-generated debate, while broad in its implications – the Australian national character and identity as it is reflected in the past – is only narrowly focused on certain aspects of Aboriginal history. (Brock 2004: 208)

   Outline the main broad and narrow issues discussed by protagonists in the ‘history wars’. To what extent have Aboriginal people been sidelined in this debate?

   OR

   ‘Historians become notably controversial when they do not perpetuate myths, when they do not transmit the received and conventional wisdom, when they challenge the comforting presence of a stabilized past.’ (Michael Kammen in Boyer, 131) Discuss this quote in the current battle in the Australian ‘history wars’. To what extent is this battle one over the present, rather than the past?

3 Question on the Protection and Assimilation Topic:

   Discuss the view put by Meaghan Morris when she wrote that assimilation was not just: a ‘generic’ effect of any colonising process – an ideology that was vaguely always around. A policy is the outcome of discussions and decisions that could have gone another way; it has precise, practical consequences for people’s lives … we cannot not know now that the extermination of Aboriginality – culture, identity, kinship – was the aim of assimilation. ‘Assimilation’ in this context was understood in the bodily sense of the term: it did not mean (as it could have) working for social and economic equality and mutual enrichment between Aboriginal and European peoples, but the swallowing up, the absorption, of the former by the latter. (Rouge[online], 2004)

   What were the mechanisms by which assimilation of Aboriginal people was to be achieved?
The Australian feature film, *Rabbit-Proof Fence*, raises important questions for the study of history and film. Discuss the ‘truth claims’ of the film and the ways in which these claims challenged the ‘structural amnesia’ regarding the history of the stolen generations in Australia (Birch, 2002:120).

4. **Question on the Convicts Topic:**

Discuss the view that economic historians have been at the forefront of restoring the reputation of convicts from the ‘convict stain’ image to the ‘high quality human capital thesis’ in Australian history. In your response you should evaluate the methodologies of the economic historians you examine. How convincing are their interpretations?

5. **Question on the Bush Myth Topic:**

Stuart Macintyre (1999: 133) has written that: ‘white men attach themselves to the land in a nationally formative relationship.’ Examine the identity that grew out of this process of European attachment to the land in Australia. In what ways and why was the bush legend a racialised, gendered and classed identity? Your response should contain a range of primary as well as secondary sources.

6. **Question on the Gender Topic:**

During the national emergency posed by the Second World War in Australia, Australian women were able to bend and expand their traditional gender role, while men were captives to a more restrictive gender regime. Discuss.

7. **Question on the Bushranging Topic:**

Discuss how the study of bushranging might shed light on Russel Ward’s bushman myth.

8. **Question on the ANZAC Topic:**

Of Simpson and the Donkey, Peter Cochrane stated: he was revered because his work represented the feminine civilising mission on a thoroughly male terrain. His appeal depended on the fusion of the feminine and the masculine in the form of the heroic stretcher-bearer. The presence of the feminine in this context enhanced the legend, and with it the causes, for heroes such as these could fortify the faith. (1992: 111)

How did Simpson come to represent the quintessential ANZAC?

9. **Question on the Youth Topic:**

Australian youth became the focus for increasing anxiety in the postwar period. What caused these ‘moral panics’? Were they justified?

10. **Question on the Vietnam Topic**

‘Far from being a ‘mirror’, the photograph is one of the most complex and problematic forms of representation. Its ordinariness belies its ambivalence and implicit difficulty as a means of representation.’ (Clarke, 1997: 29) Choose three published photographs of the Australian experience.
of the Vietnam War and discuss their representation of the war. Your chosen photographs, and their sources, must be included in the text.

OR

Oral history studies have provided an important way for Vietnam veterans and their families to explain their experiences, ventilate their feelings about their treatment during and after the war, and argue for recognition. In the oral testimonies of Vietnam veterans, how does personal memory collide with national myths? What has been the result of this collision for the veterans? Your response should canvass the strengths and weaknesses of oral history evidence.

GENERAL READING

Students who require some background in Australian history could begin their preparation for each tutorial by reading a broad introductory chapter on the period or issue covered in that week. Stuart Macintyre’s A Concise History of Australia will be useful in this regard, particularly for Section II. Any one of the general texts listed below would also be suitable. I strongly recommend that you familiarise yourself with the location of the major collections of Australian history in the Auchmuty library. Your ability to find relevant material will be a significant factor affecting your efficient use of time, your final grade and your overall course experience.


Reference Works

Australian Government Publications. Canberra: NLA, 1952-


Davison, Graeme, John Hirst and Stuart Macintyre ed. The Oxford Companion to Australian History. Melbourne: Oxford University Press, 1998. (highly recommended - a reference work that you should refer to regularly)


Databases

There are a number of databases including APAIS (Australian Public Affairs Information Service) from which you can obtain full text of journal articles. APAIS is a key reference in Australian history, which lists all articles published in Australia in the last ten years.
Websites with Historical Material
The Royal Australian Historical Society website www.rahs.org.au
Australian War Memorial: www.awm.gov.au
Archives of Australia: www.archivenet.gov.au
Australian Historical Association (including the AHA bulletin): www.theaha.org.au
Electronic Journal of Australian and NZ History: www.jcu.edu.au/aff/history/
Australian public intellectual network www.api-network.com

Journals
Aboriginal History
Australian Cultural History
Australian Feminist Studies
Australian Journal of Politics and History
Australian Historical Studies
Australian Studies
Australian Journal of International Affairs (known as Australian Outlook)
History Australia – this is the old AHA Bulletin
Journal of Australian Colonial History
Journal of Australian Studies
Labour History
Public History Review
Journal of the Royal Australian Historical Society
Teaching History
Internet Resources
Occasionally I will refer to resources available on the Internet. The issue of gauging the authority and value of this material is even more complex, since just about anyone can publish material on the web. Be very careful when using resources you find on the web, and, as always, it is sound practice to diversify your sources (that is, use a combination of books, articles, and web-based references). If in doubt, consult the co-ordinator. One useful gateway to internet-based resources for Australian studies is at http://www.nla.gov.au/oz/

Primary Sources
Books of collected documents will be the principal way students can access primary sources. The following is a small selection of the published works of collected documents:


A Warning on References
There are countless books on Australian history that you could consult but be careful not to use outdated works, or work that is not written by professional historians. Check the background of the author, whether a reputable press published the book, and whether the work has comprehensive footnotes. This should give you an idea of its value or otherwise. Be especially careful when using some of the outdated general histories of Australia, or inappropriate sources such as general encyclopaedias.

ESSAYS
1. We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically.

2. Writing essays is difficult. (The word "essay", when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organisation of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.

3. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

If you are having any difficulties, please don’t leave it to the last minute to seek help.

SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY
1. Establish what you are being asked to argue about
Because an essay calls for an argument, you need to read the question carefully. Determine what you are being asked, and what responses you can make – supporting, rejecting or offering qualified (dis)agreement.

2. Read for the essay in order to collect evidence

Read any primary sources that may be set in class several times. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the topic.

3. Formulate your own position and muster your evidence from your reading, you should now be ready to decide what you will argue.

4. Outline the essay structure

Prepare an outline. In making notes about what you will say in your essay, keep in mind that:
• the purpose of the Introduction is to state the position you will be taking and to tell the reader how you will address the subject;
• the purpose of the Body of the essay is to present the pieces of evidence that support your essay, and to deal with any evidence to the contrary.
• In writing the Conclusion of the essay it is usual to summarise the evidence presented and to restate your argument, confident that you have now provided adequate evidence to justify your position. Fine essays will also show an awareness of the significance/implications of their findings.

5. Write a first draft

Writing drafts helps you to organise your material and clarify your expression. In organising your material you may find it helpful to write each main point, with an exposition, evidence or analysis, on an individual sheet of paper. You can then arrange and rearrange the sheets of paper until you achieve a logical progression to your argument. The points should be developed into coherent paragraphs, beginning with a sentence, which states the main point (that is, a topic sentence). A computer makes this process much easier.

6. Redraft, edit and polish your essay

This is essential. When you reread your draft after a few days you will almost certainly find that it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticise your own work.

7. Submit your essay

Make sure it is on time and follows the information in this guide.

NB For a fuller guide to essay writing in the School of Arts, please go to the Course Blackboard site and look under ‘Assignments’.

GRADUATE SKILLS

Graduates of The University of Newcastle will have demonstrated that they are able to:

a. Act with honesty and integrity and with well-founded knowledge and skills in their fields of study.

b. Acquire, organise and present information.

c. Respect the pursuit of knowledge by reflecting on and continuing to develop their knowledge, skills and attitudes.

d. Think logically, laterally, critically and creatively; analyse and synthesise.

e. Act effectively and ethically in decision-making and problem-solving.

f. Carry out research activities.

g. Communicate honestly and effectively as members of their communities. Work autonomously and collaboratively.

h. Utilise information technology appropriately and competently.
i. Seek improvement in organisational, social and cultural contexts, in an ethical manner.

j. Recognise social, cultural, physical and intellectual diversity, including the history and diversity of Australian indigenous peoples.

k. Recognise and respond appropriately to globalisation and other changes of context.

l. Recognise human impact on the environment, and its implications for environmental sustainability.
Week 1

Lecture Topic:
1. Introduction to the Course & Overview: Types of Sources & Types of History
2. The State We’re In & The Terms of the Debate: Postcolonialism, Decolonisation, Neo-Liberalism, Postmodernism & Globalisation ...

No Tutorial:
Students should be prepared at Week 2 Tutorial to nominate their tutorial presentation weeks, firstly from weeks 1 – 7 and secondly, from weeks 8 – 13
*** The question in italics is the one the tutorial paper must be written on.

Week 2 – Unit 1: Aboriginal Histories

Lecture Topic:
1. European ways of seeing and narrating the new land and the Aboriginal people.
2. Types of Evidence: Published accounts & reading texts.

Tutorial Topic: First Contact Narratives

Questions for consideration:
1. Examine Dampier’s account: what does this first contact narrative with land and people tell us about the European and his worldview? Can it tell anything meaningful about the Aboriginal people?
2. According to Maria Nugent, what was the alternative explanation for indigenous indifference to Cook’s landing at Botany Bay?
3. By the time of 1788, how does William Bradley describe an encounter with the indigenous Australians?
4. In general, what kind of first contact narratives did Europeans construct about Aboriginal people and the land?

Required Reading:

Recommended Reading:
Stanner, W.E.H. ‘The History of Indifference Thus Begins’ Aboriginal History 1,1: 1960

Week 3

Lecture Topic:
1. History Wars 2. Evidence and methods and document analysis
Film: Frontier: Stories from White Australia’s Forgotten War (ABC 1996)

Tutorial Topic: History Wars & Reading Images as Evidence

Questions for consideration:
1. What are the main issues in the ‘history wars’?
2. According to Broome (2005) what were the causes of indigenous-coloniser conflict in Victoria?
2. What were Broome’s findings regarding the ‘cost of war’?
3. What are Windschuttle’s chief criticism of the historians on the other side of the history war?
4. According to Brock, where are Aborigines placed and what are their concerns in the ‘history wars’?
5. Source Appraisal: What kind of historical evidence can be ascertained from the images provided?

Required Reading:


A range of images from the Australian frontier.

Recommended Reading:
There are very many sources on this topic – the internet is especially helpful.
**Brock, Peggy ‘Skirmishes in Aboriginal History’ Aboriginal History. 28 (2004): 207-225.
McKenna, Mark ‘Different Perspectives on Black Armband History’ Research Papers 5 1997-98
Reynolds, Henry. Why Weren’t We Told?: A Personal Search for the Truth About Our History.


Week 4

Lecture Topic:
1. Protection and Assimilation
2. Film: Rabbit Proof Fence

Tutorial Topic: Protection and Assimilation

Questions for consideration:
1. Definitions: what is ‘protection’? What is ‘assimilation’?
2. Why did a policy shift towards assimilation occur in the 1930s?
3. What did A.O. Neville mean by ‘ultimate absorption’?
4. What is the dilemma outlined in ‘Clio or Janus’ by Peter Read, historian of the stolen generation?
5. What techniques were employed in Rabbit Proof Fence to establish its authenticity?
6. How effective is the film Rabbit Proof Fence at conveying the history of the stolen generations?

Required Reading:
Read, Peter. ‘Clio or Janus: Historians and the Stolen Generations’ Australian Historical Studies, Special Issue. 118 (2002)

Recommended Reading:
Bird, Carmel The Stolen Children Milsons’s Point NSW: 1998.

Rabbit Proof Fence
Birch Tony ‘Rabbit-Proof Fence, ‘Mr Devil’ and the Desire to Forget’: “this is a true story” Cultural Studies Review vol.8, no.1, May 2002: 117-129.
Hamilton Paula. ‘Writing Rabbit Proof Fence: Christine Olsen Interviewed by Paula Hamilton’, Public History: 97-108
Howson Peter & Moore Des ‘A rabbit-proof fence full of holes’ The Australian March 11, 2002

Week 5 - Unit 2: Class, Race and Gender in National Mythmaking & Approaches to Australian History

Lecture Topic:
1. Economic Histories
2. Convicts

Tutorial Topic: Economic histories of the convicts

Questions for consideration:
1. What is economic history?
2. What are the main historical interpretations of the convicts mentioned by Nicholas & Shergold?
3. Are the geographical origins of the convicts significant? Why?
4. What do Nicholas & Shergold argue with regard to the identity of the convicts?
5. Deborah Oxley focused on the female convicts. What evidence and methodology does she employ? Is her main contention convincing?

Required Reading:
Oxley, Deborah ‘Misconceptions’ in Convict maids : the forced migration of women to Australia Melbourne: Cambridge University Press, 1996, Chapter 8: 198-231. (download from Short Loans)

Recommended Reading:
Byrne, Paula J ‘Convict women reconsidered ... and reconsidered’ History Australia, 2, 1, 2004: 13-1-3.
Dyster, Barrie. ‘Convicts’, Labour History. 67 (November 1994): 74-83. (presents a good overview of the literature)
Oxley, Deborah. ‘Misconceptions’ in Convict maids : the forced migration of women to Australia Melbourne: Cambridge University Press, 1996.
Oxley, Deborah ‘Packing her (economic) bags: convict women workers’ Australian Historical Studies. 26, 102 (April 1994): 57-76. (download from Short Loans)

Week 6

Lecture Topic:
1. Nationalist Histories
2. The Working Class Mystique: the Bush Legend
Excerpts from: The Bush myth in Australian films Part 1 (AFTSR 1982) , The Overlanders or Camera Obscura


Questions for consideration:
2. According to Richard White, what is the ‘coming man’? To what extent is the bush legend a eugenicist notion based on racial hierarchies?
3. Outline Murrie’s critique of the bushman legend.

Required Reading:

Recommended Reading:
Carroll, John Intruders in the Bush. The Australian Quest for Identity, Melbourne, Oxford University Press, 1982
Grimshaw, Patricia Marilyn Lake, Ann McGrath and Marian Quarty, Creating A Nation, Ringwood Victoria, McPhee Gribble/Penguin, 1994
Macintyre, Stuart A Concise History of Australia, Melbourne, Cambridge University Press, 1999
McQueen, Humphrey A New Britannia, Ringwood.Vic., Penguin, 1980
Richard White, Inventing Australia, Sydney, Allen and Unwin, 1981
Week 7

Lecture Topic:
1. Bushranging

Tutorial topic: Bushrangers and Myth: Document analysis

Questions for consideration:
1. What are the elements of the bushranging myth?
2. Analyse the two documents employing the schema provided.
3. What is meant by the term social bandit? How did social banditry manifest itself in New South Wales during the 1860s, in relation to at least two separate groups of bushrangers?
4. Does the West reading support the mythology surrounding bushranging?
5. Does the bushranger conform to the myth of the bushman?

Required Reading:
‘Viator article’ in Sydney Morning Herald 5 May 1862.
Ballads: The Wild Colonial Boy; Frank Gardiner, (He is caught at Last)

Recommended Reading:
Week 8

Lecture Topic:
1. War Writing and Military Histories
2. ANZAC

Tutorial Topic: War Writing, Military Histories & Gender

Questions for consideration:
1. What are the principal elements of the Anzac legend?
2. How does Stephen Garton interpret the Anzac Legend?
3. Outline Marilyn Lake’s argument in ‘Mission Impossible’. How does it differ from Garton’s gender reading of the legend?
4. How has the legend been perpetuated and reinterpreted over time?
5. Why is Anzac one of the enduring legends of Australian history?

Required Reading:
CEW Bean in Making the Legend. The War Writings of C.E.W. Bean selected by Denis Winter St Lucia Qld: University of Queensland Press1992: 57-75.

Recommended Reading:
ABC lateline 24 April 2001 debate between Jonathan King and Dale Blair
Inglis, K. ‘Men, Women and War Memorials: ANZAC Australia’ in Russell & White, Memories & Dreams, 40–61.
Week 9

Lecture Topic:
1. Gender Histories
2. Women & World War Two
3. Exam Briefing

Tutorial Topic: Women & World War Two

Questions for consideration:
1. What kinds of evidence is 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. According to Kate Darian-Smith, how were young women viewed during the war?
4. What does a gender perspective bring to narratives of wartime experience?

Required Reading:

Recommended Reading:

[Week 10 (8 May) No Lectures & No Tutorial: Study Week]
Week 11

Lecture Topic:
1. Age & History - Youth History
2. Larrikinism, Delinquency and Australian Youth

Tutorial Topic: Larrikinism, Delinquency and Australian Youth

Questions for consideration:
1. What is a larrikin, delinquent and adolescent? Are these terms historically linked?
2. What were the factors behind the ‘moral panics’ of the 1950s about youth?
3. What factors, according to Evans, led to the testing of the ‘tight behavioural parameters of acceptable Australian masculinism’?
4. How does his view differ from other historical interpretations of the bodgies?
5. How does Craig McGregor describe growing up in these years?
6. Are there key features that underpin ideas about youth in the 1950s?
7. Is youth a phase in life that is shaped by biology rather than history?
8. Do youth need their own histories?

Required Reading:
McGregor, Craig ‘Growing up (uncool): pop music and youth culture in the ‘50s and ‘60s’ in Philip Hayward ed. From Pup to Punk to Postmodernism. Popular music and Australian culture from the 1960s to the 1990s. Sydney: Allen & Unwin, 1992: 89-100.

Recommended Reading:
Lecture Topic:
1. & 2. The Vietnam War: The unmaking and remaking of ANZAC.

Tutorial Topic: Oral Histories and Reading photographs of the Vietnam War

Questions for consideration:
1. How do Vietnam veterans recall their treatment by the Australian people upon their return from active duty?
2. Do you agree that the ‘Vietnam War provides an excellent example of events in the past that can benefit from oral history scholarship’ (Hiddlestone, 2002: 65)? Why? Could this study have been accomplished employing some other methodology?
3. How do you perceive Hiddlestone’s role in this study?
4. What do you understand by the terms: ‘a shared understanding’, ‘metanarrative’ or ‘mythology’? Can you detect the operation of these concepts in the veterans’ stories as conveyed by Hiddlestone?
5. According to Horne, and Clark, what are the main methods of ‘reading’ photographs and employing them as evidence.
6. Examine and analyse each of the photographs given below. What kinds of interpretations of the Vietnam War do they convey?
7. How might you employ these photographs in a historical study of the war?

Required Reading:


Recommended Reading:


**Websites** There are many websites relating to the Vietnam War, a selection only is given below.

- Australian War Memorial
- [Australian Civilian Nurses as Vietnam Veterans](#) The site discusses the problems and conditions resulting from war service and the nurses' war experiences utilizing first-person accounts and photographs. A bibliography is also included.
- [The Australian Involvement in Vietnam: Sunraysia Vietnam Veterans](#) Lots of good information here with PTSD overview, personal narratives, navy and RAAF involvement, defoliants, and veterans' information.
- [Vietnam: Australia’s Involvement](#) This site from the P. L. Duffy Resource Center at Trinity College in Western Australia.

**Week 13**

**Lecture Topic: Postmodernism and History**

**Tutorial Topic: The Way Forward**

**Questions for consideration:**
1. According to Lake what is the relationship between history and politics? Do you agree?
2. Why are historians ‘more uncertain’ now?
3. What role does Lake see in the historical study of ‘citizenship’?
4. *Why is the role of ‘whiteness’ quite central to history*?
5. How important is regionalism according to Geoffrey Bolton?
6. In what ways did Bolton’s preoccupations in writing Australian History change during his career?
7. Do you think Australian History is in ‘good shape’ at the present time?
8. Where do you see Australian History going from here?

**Required Reading:**
