HIST3220 - Issues in Australian History
Course Outline

Course Coordinator: Lisa Featherstone
Room: MCLG16a
Ph: 49215171
Email: Lisa.Featherstone@newcastle.edu.au

Semester: Semester 2 - 2009
Unit Weighting: 20

Teaching Methods
Lecture
Tutorial

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 the Full Term
Tutorials commence in week 2

Learning Materials/Texts
A course reader purchased through Uprint.

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 2 - 2009

CTS Download Date: July 2009
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
| Essays / Written Assignments | 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%. |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 20 - 40%. |
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10% |
| Other: (please specify) | 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. |

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 2 - 2009
Lecture and Tutorial
| Lecture Wednesday 10:00 - 12:00 [SRLT1] Commences Week 2 |
| Thursday 9:00 - 11:00 [GP318] |
| Or Thursday 11:00 - 13:00 [MCLG44] Commences Week 2 |
| Or Thursday 15:00 - 17:00 [MC102] Commences Week 2 |

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

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

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

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or
other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

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

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

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

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

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

**MARKS AND GRADES RELEASED DURING TERM**

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

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

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

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

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

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

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

**Students should be aware of the following important deadlines:**
Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

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

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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

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

**CHANGING YOUR ENROLMENT**

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

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

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

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

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

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

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

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><strong>City Precinct</strong></td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td><strong>Singapore students</strong></td>
</tr>
<tr>
<td><strong>Central Coast Campus (Ourimbah)</strong></td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td><strong>Callaghan, City and Port Macquarie</strong></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
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School of Humanities and Social Science
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<thead>
<tr>
<th>Rules Governing Undergraduate Academic Awards</th>
<th>Rules Governing Postgraduate Academic Awards</th>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
HIST3220 – Issues in Australian History

Study Guide


Course Co-ordinator: Dr Lisa Featherstone
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Fax: + 61 2 4921 6933
Email: Lisa.Featherstone@newcastle.edu.au
Consultation hours: Wednesday, 1.30pm – 3pm.
WELCOME TO HIST3220!

In HIST3220 this semester, we will explore some of the key “issues” in Australian history. This is of course quite subjective – what one historian will find important and influential might not be considered so by all. In this course, I aim to explore a number of “issues” that seem broadly relevant to writing and understand history in 2009. We will focus on three core issues:

1. Race and Aboriginality
2. Whiteness and ethnicity
3. Gender and sexuality.

We will end with the most obvious of all recent controversies in Australian history, the History Wars.

The course is designed to introduce students to some of the leading scholarship and debates in studies of Australian society and culture. These broad tropes – focusing on “difference” - will engage us with many different ideas and themes, and we will look practically at a number of turning points in Australian history. The themes will also allow us to think about ways of writing history, its methods and theories. Much of this has a practical application – a better understanding of indigenous history, for example, will prepare us for all facets of life beyond the University.

COURSE REQUIREMENTS OF HIST3220

It is expected that you will, as a student:

- attend lectures and seminars
- complete the essential reading for each week
- regularly check the Blackboard web site and your studentmail account
- hand in all written work in the appropriate format to be considered for assessment. The School’s normal rules on late essays and plagiarism will apply.

ATTENDENCE

1. Lectures. Lectures are held weekly, Wednesday, 10.00 AM - 12.00 noon in SRLT1.

2. Seminar work. You will need to attend one seminar each week. Seminars are reading discussion groups, not mini-lectures, and you will be expected to come prepared to contribute to discussion and debate. As a rough guide, expect to spend at least 2 hours reading in preparation for a seminar, and around half an hour making notes in response to the seminar questions, based on what you have read.

ESSENTIAL TEXTS

You are expected to purchase the following Reader:

## ASSESSMENT AT A GLANCE

<table>
<thead>
<tr>
<th>Assessment Form</th>
<th>Word limit</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Notes</td>
<td>250 words per week over 8 weeks – 2000 words</td>
<td>20%</td>
<td>Weekly during semester</td>
</tr>
<tr>
<td>Short Essay</td>
<td>1000 words</td>
<td>15%</td>
<td>Thursday 27th August, 2009, 5pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>3000 words</td>
<td>30%</td>
<td>Thursday 24th Sept, 5pm</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>500 words</td>
<td>5%</td>
<td>Thursday 1st Oct, 5pm</td>
</tr>
<tr>
<td>Class Participation</td>
<td>NA</td>
<td>10%</td>
<td>Weekly during semester</td>
</tr>
<tr>
<td>Class test</td>
<td>NA</td>
<td>20%</td>
<td>Week 13, during lecture.</td>
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</table>

### EXPLANATION OF ASSESSMENTS

**1. Seminar Notes (20%)**

*Due weekly at the start of the seminar*

*250 words per week, over 8 weeks of your choice*

Each week you will be required to write a short answer to the Seminar Notes Question provided in your Study Guide. You will need to find the Seminar Notes Question under the relevant topic each week.

The best Notes will be thoughtful and analytical, rather than simply regurgitating the readings. You will need to address the question, rather than talking around the topic or simply summarising the readings. They do not need to be referenced, but remember to place all direct quotes in quotation marks, so as not to plagiarise.

The Seminar Notes will be returned marked to you the following week. They will have a mark, grade and a very brief comment.

Seminar Notes will not be accepted by email, they must be handed in at class time. If you provide a doctor’s certificate, late papers will be accepted the following week. As there are nine seminar topics, you will not be penalised by missing one seminar.
2. Short Essay (15%)
Due Friday 28th August, 2009, 5pm.
1000 words (excluding references)

For your short essay, please chose one of the following two questions, based on the seminars of the first three weeks. Reading Lists are attached to the seminar topics.

A. In what ways did the Aboriginal people and the Europeans understand first contact differently?

OR

B. The Stolen Generations: how was the removal of Aboriginal children from their families justified by the government and white society?

This Essay should be submitted through Turnitin, and in hard copy to the Hub.

GENERAL NOTES ON ESSAY WRITING

- We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically.
- 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.
- In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.
- Your essay should include an introduction, a body and a conclusion. You won’t need to use headings or dot points, but rather weave an argument.
- For further thoughts on essay writing, see “SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY” on the Blackboard site.
- Your essay should be fully referenced, including footnotes and a bibliography. Footnotes are compulsory – your paper will fail without these. See details on Blackboard.
- Work needs to be in A4 double-spaced typescript, one side of page only. Please leave generous margins for comments.
- Work handed in on time will be returned for you within 2-3 weeks. Work handed in late will be marked last.
- Please carefully read the material on plagiarism on Blackboard. Plagiarism takes many forms, and can lead to a mark of zero for work submitted and/or disciplinary action. Please make sure you understand the requirements of referencing and footnoting – and please don’t hesitate to ask me if you are unsure of anything.
- Your paper needs to be submitted through Turnitin as well as in hard copy.
- 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 lose 5% per day. Essays handed in late without prior consultation may be marked but no substantive comments will be given.
- As a matter of urgency you should check the work load and due dates for your other courses and ensure that you have sufficient time to complete your major essay for HIST 3220. No extensions can be given on the grounds of high workload.
- If you require an extension, you should apply well before the due date using the usual formal channels.
3. Research Essay (30%)
Due: Thursday 24th Sept, 5pm
3000 words (excluding footnotes and bibliography)

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

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

Your essay should be fully referenced, including footnotes and a bibliography. You must read the material on plagiarism carefully: any essays found with evidence of plagiarism will face disciplinary action. Again, you will need to use an essay format (no dot points, no headings) and lay out your argument clearly and effectively. For a research essay, you should consult at least eight texts. At this level, you should use a combination of the resources that I have advised, and some you have found yourself. Remember to find material that is scholarly and useful to a University level essay – if in doubt, email me and I can advise.

This Essay should be submitted through Turnitin, and in hard copy to the Hub.

4. Self Assessment (5%)

500 words

Doubtless this sounds scary, but it is really very simple. Below, there is a list of four questions. To complete this task you simply need to answer these questions. This involves thinking about how you read and understood the criticisms and comments on your first essay, and how you tried to remedy these critiques in your research essay. Recent research has shown this to be the best way to get students to improve their work – this is not meant to be a torturous process but a chance to reflect on your own writing and ways you have and can improve. You can be as thoughtful (or truthful!) as you like – I’m really looking to see how you engage with the information that we give you. So it doesn’t need to be formal, just honest. It is due one week after the Research Essay, to give you time to reflect.

Questions for self-assessment:
In your research essay, how have you responded to the comments in the first assessment?
What things you have done well?
What skills and ideas you wish to develop further?
Strategies you might use to develop those skills or ideas?

You may answer these questions separately, or all in one long response. You may use point form and a casual writing style.

**5. Seminar Participation (10%)**

The participation mark, worth 10%, will be determined by considering a student’s overall participation in the seminar series. The quality of a student’s contribution as well as mere frequency will be the main criteria. This is not an attendance mark - just turning up to class is not enough. You need to come to class each week prepared to discuss issues relevant to the seminar in an informed way - that is, DO THE READING! You must also be prepared to engage with other students in discussion - this means that you need to listen as well as speak. Evidence of a thoughtful engagement with the readings and the broader themes of the course will be rewarded.

Failure to attend 80% of seminars may lead to a very low or nil participation mark (unless medical or special circumstances are sought).

**6. Class Test (20%)**

*Week 13 during the Lecture timeslot.*

The purpose of the exam is to identify the level of basic knowledge you have acquired and retained from the course overall, and your grasp of the broader historical themes and issues. It will cover lecture content and seminar discussions. The exam is worth 20% of your total mark, and is compulsory. Further details on the exam will be given out in class.

If you have any questions about assessments – please don’t hesitate to ask.
READING LISTS

ESSENTIAL READINGS:

The Workbook (purchase from Uprint) contains all the essential readings for the seminars each week. Readings from this are compulsory. For those students interested in further readings, a list is given with each seminar topic. You should attempt to follow up a few of the further readings over the course – as you will learn more by carrying out your own library research. For your essays, you will certainly need to undertake further readings beyond the Workbook.

GENERAL READING

Students who require some background in Australian history could begin their preparation for each seminar 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.


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](http://www.rahs.org.au)

Australian War Memorial: [www.awm.gov.au](http://www.awm.gov.au)


Australian Historical Association (including the AHA bulletin): [www.theaha.org.au](http://www.theaha.org.au)
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 (i.e. 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 Source Collections
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.
OVERVIEW OF LECTURES, SEMINARS AND DUE DATES

The Lecture and Tutorial Program is designed along three themes: Race and Aboriginality; Whiteness and Ethnicity; and Gender and Sexuality, with a final concluding week on “Issues in Australian History”. Please note lectures are subject to change.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Seminars</th>
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</thead>
<tbody>
<tr>
<td>Wk 1, 27th July. Race and Aboriginality</td>
<td>1. Introduction: “Issues in Australian History&quot;</td>
<td>No seminars</td>
</tr>
</tbody>
</table>
| Wk 2, 3rd Aug Race and Aboriginality | 2. Theories of Race  
3. Ten Canoes | Introduction to HIST3220 |
5. Tasmania and QLD: Case Studies | Thinking about first contact |
7. Rabbit Proof Fence | Protection and Assimilation. |
| Wk 5, 24th Aug Race and Aboriginality | 8. Freedom Riders  
9. Aboriginal Land Rights | Sorry: Processes of Reconciliation  
Short Essay due Thursday 27th August, 5pm. |
| Wk 6, 31st Aug Whiteness and Ethnicity | 10. Why Study Whiteness?  
11. Racial Anxieties across the c19th | Populating Empty Spaces |
| Wk 7, 7th Sept. Whiteness and Ethnicity | 12. Reproducing a White Australia  
13. Post War Migration | Essay Writing Workshop (compulsory) |
| Wk 8, 14th Sept. Whiteness and Ethnicity | 14. Australia and Asia  
| Wk 9, 21st Sept. Gender and Sexuality | 16. What is gender?  
17. Separate Spheres | There are no seminars this week.  
Research essay due 5pm Thursday 24th Sept. |
| Mid Semester Break – Monday 28th September – Friday 9th October – No lectures or seminars | | |
| Wk 10, 12th Oct. Gender and Sexuality | 18. Masculinity – bushmen and ANZACS  
19. The Suburban Dream | Heterosexuality and Homosexuality in the 1950s. |
| Wk 11, 19th Oct. Gender and Sexuality | 20. The Sexual Revolutions  
21. The Sexual Life of Us | 1970s: Sexual Revolutions, Gender Revolutions |
23. Conclusions | The History Wars. |
| Wk 13, 2nd Nov. | 24. Class Test | There are no seminars this week. |
DETAILED LECTURE AND SEMINAR PROGRAM

Note – all Essential Reading is in the Reader.

WEEK ONE

Lecture 1: Introduction “Issues in Australian History”.
No seminars this week

WEEK TWO

Theme: Race and Aboriginality
Lecture 2: Theories of Race
Lecture 3: Ten Canoes
Seminar: Introduction to HIST3220.

Seminar: Introduction to HIST3220.

This will be a short seminar to introduce ourselves and go over the requirements of HIST3220. No reading is required.

WEEK THREE

Theme: Race and Aboriginality
Lecture 4: Meetings: race and sex on the frontier
Lecture 5: Tasmania and QLD: Case Studies
Seminar: Thinking about first contact.

Seminar: Thinking about first contact

In this first seminar, we will explore the multiple ways one event – the initial colonization of Australia – was understood by different groups. We will firstly consider the Europeans. How did the Europeans see and narrating the new land and the Aboriginal people? What “cultural baggage” did they bring with them? What were their racial biases? This is a good chance to read some primary sources – texts written at the time of colonisation. What can they tell us about Aboriginal people – and is any of it meaningful?

We will then attempt to consider the initial Aboriginal responses to exploration and invasion. This is more difficult in terms of sources. As indigenous culture was oral/aural, there are no written records from the traditional landowners themselves. Thus we are attempting to recreate the past through more recent anthropological work, oral histories, and records written by the Europeans. Again, many of these records need to be read carefully, “against the grain”, keeping in mind their author’s race, gender and class biases. Further, we need to keep in mind that not all indigenous knowledge is available for public consumption.
Question for seminar notes (chose one only):

According to Maria Nugent, what was the alternative explanation for indigenous indifference to Cook's landing at Botany Bay?

OR

In general, what kind of first contact narratives did Europeans construct about Aboriginal people and the land?

Essential Reading

Read at least two of the following three readings

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

Further Reading

There is a whole series of journals from first contact that have been digitalised through this Sydney Uni Project - available to everyone, see http://setis.library.usyd.edu.au/firstfleet/index.html
Bucham, Bruce, ‘Civilisation in a ‘Savage’ land: Australian colonisation and Enlightenment thought’, in Deborah Gare & David Ritter (eds), Making Australian History, 2008, 17-24
Kolig, E, ‘Captain Cook in the Western Kimberleys’, in R M & C H Berndt (eds), Aborigines of the West, 1980, pp.274-282
Rose, D, ‘The Saga of Captain Cook’, Australian Aboriginal Studies 2, 1984, pp.24-39
Inga Clendinnen ‘Spearing the Governor’ Australian Historical Studies, 118, 2002
McGrath, Ann. 'Modern Stone-Age Slavery': Images of Aboriginal Labour and Sexuality,’ Labour History 69, 1995

WEEK FOUR

Theme: Race and Aboriginality

Lecture 6: Assimilation: The Stolen Generations

Lecture 7: Rabbit Proof Fence

Seminar: Protection and Assimilation
Seminar: Protection and Assimilation

In this week’s seminar, we will explore early twentieth century state policies towards Indigenous Australians. We will firstly define “protection” and “assimilation”. Then, we will consider the meanings and impacts of assimilation on Aboriginal people, in particular with regards to the Stolen Generations.

The removal of Aboriginal children from their parents did not simply begin in the twentieth century. There are many examples before this, but the policies took on a new intensity in the twentieth century, when it was institutionalised in Australian law and society. This is because it was believed that the Aboriginal population was growing. Using principles of Social Darwinism, white Australia had long believed that the Aborigines would simply die out, replaced by a superior race. It was thought that the only duty of the whites was to make this transition more comfortable, “smoothing the pillow of a dying race”. Under this theory of the dying race, full blood Aborigines were hidden away on reserves and missions. But it was increasingly clear that numbers were reviving, including a new “problem”, the half-caste. There was a fear that white Australia would be over-run by Aborigines of mixed blood. The policy for half-castes rapidly moved to one of the “ultimate absorption”.

This week, we will explore these issues of race, including the scientific and economic rationales for the removal of children. We will also consider the long-term impact on Aboriginal people and communities.

Question for seminar notes:

Why was there a policy shift towards assimilation in the 1930s?

Essential Reading:

Read at least two of the following three articles:


Further Reading:


*Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children and their Families* (Canberra: 1997)


**WEEK FIVE**

**Theme: Race and Aboriginality**

**Lecture 8:** Freedom Riders

**Lecture 9:** Aboriginal Land Rights

**Seminar:** Reconciliation: Saying Sorry

**Seminar: Reconciliations: Saying Sorry.**

This week, we will consider how white and Aboriginal Australian might reconcile. We will examine Kevin Rudd’s apology, but we will also think more broadly about the meanings of “sorry”. We will also consider the ways that this is only one step in a process of reconciliation. What else needs to be done? Why is this so important to Aboriginal people? And why is this important to Australia as a mature nation?

**Question for seminar notes:**

Is it important for Australia to reconcile? Why or why not?

**Essential Readings:**

Read at least three of the following four articles (most are fairly short)


Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner, Australian Human Rights and Equal Opportunity Commission, *Response to government to the national apology to the Stolen Generations*, Wednesday, 13 February 2008, Member’s Hall, Parliament House, Canberra,

Further Readings

Wayne Atkinson, ‘Reconciliation and Land Justice: You can’t have one without the other. Reflections on the Future Directions of Yorta Yorta Land’, Journal of Australian Indigenous Issues, vol 7 no 2 June 2004,
McMullen, Jeff. ‘Reporting back: The Northern Territory Intervention one year on. [Address to Aboriginal Support Group, Manly Warringah Pittwater.] Aboriginal and Islander Health Worker Journal, v.32, no.5, Sept-Oct 2008: 14-18,

WEEK SIX

Theme: Whiteness and Ethnicity
Lecture 10: Why study whiteness?
Lecture 11: Racial anxieties in the c19th
Seminar: Australia Unlimited? Population and whiteness

Seminar: Australia Unlimited? Population and Whiteness

In the early twentieth century, Australia’s population policy focused on building a strong and healthy white population. In particular, there were concerns over populating the northern regions of the continent. In this week’s seminars, we will consider why increasing the population was seen as such vital work. We will also think more broadly about the ways Australia’s population policies changed over the century, and the intersections between race, whiteness, immigration and the birth rate.

Question for seminar notes

In the early to mid twentieth century, why was it believed that Australia needed a strong and healthy white population?

Essential Reading


Further Reading

Brady, E.J. Australia Unlimited. Melbourne: G. Robertson, 1918
Flannery, T. ‘Australia: overpopulated or the last frontier?’, Australian Natural History, vol. 23, 1991, pp. 769-775
WEEK SEVEN

Theme: Whiteness and Ethnicity
Lecture 12: Reproducing a White Australia
Lecture 13: Post war migration
Seminar: Essay Writing Workshop

Seminar: Essay Writing Workshop

This essay writing workshop is your opportunity to learn more about the skills involved in essay writing. We will go through what makes a good essay; how to write a good essay; and pitfalls to avoid.

You should come to class prepared to discuss your major essay topic. In the second hour of class, there will be time for individual consultation.

Essential Reading

Plagiarism material on the HIST3220 Blackboard website

Question for seminar notes:

Explain in your own words what plagiarism is, and give some examples of problems you need to avoid in your own essays.

WEEK EIGHT

Theme: Whiteness and Ethnicity
Lecture 14: Australia and Asia
Lecture 15: Multiculturalism?
Seminar: Refugees - Ethnic Borders and Nationhood

Seminar: Refugees - Ethnic Borders and Nationhood

In the late 1990s and early 2000s (and now too more recently) Australia has seen enormous anxiety over people arriving uninvited upon our shores. There were a number of points of concern: that we might not be guarding our borders tightly enough, that we might be letting in terrorists, that we might lose control of who comes to Australia. So deep were such fears, that the 2001 federal election was really won on this topic.

We might in fact be able to argue that Australia does not have a particular refugee “crisis”. Much larger flows go elsewhere, and if we do have more refugees arriving here, that is because there are now more refugees all over the world, due to war and political and social instabilities.
So in this week’s seminar, we will examine the fears over refugees; our international obligations; the definitions of illegal immigrants and refugees, in an attempt to understand why this has become such a point of national anxiety.

**Question for Seminar Notes:**

Was Australia’s recent ‘refugee crisis’ nationalist or racist?

**Essential Reading**


**Further Reading**

Alison Bashford. ‘At the Border: Contagion, Immigration, Nation’, *Australian Historical Studies*, no.120, October, 2002, pp.344-358


Ganter, Regina. ‘Muslim Australians: the deep histories of contact’, *Journal of Australian Studies*, v.32, no.4, Dec 2008: 481-492


**WEEK NINE**

**Theme: Gender and Sexuality**

**Lecture 16:** What is gender?

**Lecture 17:** Separate spheres

**Seminar:** No seminar this week

There are no seminars this week, as your research essay is due.
WEEK TEN

**Theme: Gender and Sexuality**

**Lecture 18:** Masculinity – bushmen and Anzacs

**Lecture 19:** The Suburban Dream

**Seminar:** Gender and Sexuality in the 1950s.

**Seminar: Gender and Sexuality in the 1950s.**

In this seminar, we will explore gender, heterosexuality and homosexuality in the 1950s. The fifties was a period of enormous material prosperity. This is a time of great economic stability: full employment, relatively high wages and the beginnings of the consumer culture. For a generation of people who have lived through the Depression and World War I, this was a golden age. But it was also a time of fear and uncertainty. Many people lived in fear of another Depression after WWII, and there were also broader political fears over communism and the far Left.

To counter the fears and menaces of the outside world, the fifties saw a retreat to the home and to domesticity: the idyll of the “suburban dream”. This meant a home in the suburbs, with the wife at home with children, and the husband going out to work to support the family.

Not all found this satisfying, however. Many women found themselves isolated within suburbia – more of a nightmare than a dream. And for those who were not heterosexual, the road was even more difficult and complex. Indeed, surveillance over homosexuality (mostly of men) intensified markedly in this period. In the second reading, we will consider the attempted control of homosexual men, and the impact this had on their lives and the wider social order.

**Question for seminar notes:**

How was the increased surveillance of homosexuality in 1950s Australia related to the so-called ‘suburban dream’?

**Essential Reading**


**Further Reading**


Anne Curthoys & John Merritt (eds), *Society, Communism and Culture, 1945-1957*, vol.1, Sydney, 1985


J Murphy, *Imagining the Fifties: Private Sentiment and Political Culture in Menzies’ Australia* (Sydney, 2000)


**WEEK ELEVEN**

**Theme: Gender and Sexuality**

**Lecture 20: Sexual Revolutions**

**Lecture 21: The Sexual Life of Us**

**Seminar: 1970s: Sexual Revolutions, Gender Revolutions.**

**Seminar: 1970s: Sexual Revolutions, Gender Revolutions**

When the contraceptive pill was approved for use in the United States in 1960, and in Australia a year later, the social and sexual landscape would never be the same. The pill was an important scientific and medical breakthrough, allowing women to control their fertility safely and surely for the first time in history. Its implications, however, went far beyond health, demography or the individual family. Its use was to have widespread social, cultural and political implications. Arguably, the use of the pill and the multiple sexual revolutions of the sixties and seventies were tightly interwoven.

This week we will consider the gender and sexual revolutions of the sixties and the seventies, including feminism and gay liberation. These will be read as part of the broader New Left movement, but with a consideration of the specific impacts on sex and gender relations, both then and continuing to the present.

**Question for seminar notes:**

The seventies saw the emergence of both second wave feminism and gay liberation. What did these have in common? How were they different?

**Essential Reading**


**Further Reading**


Marilyn Lake, *Getting Equal: The History of Australian Feminism* (Sydney: 1999)

M Lake and K Holmes (eds), ‘Part 4 Liberation’ in their *Freedom Bound II* (Sydney: 1995)


Matthews, J (ed.) *Sex in Public: Australian Sexual Cultures* (Sydney: Allen and Unwin, 1997)


Wotherspoon, Garry. *‘City of the Plain’: History of a Gay Subculture* (Sydney: Hale and Ironmonger, 1991)

WEEK TWELVE

Lecture 22: Issues in Australian History: The History Wars

Lecture 23: Conclusions

Seminar: The History Wars

**Seminar: The History Wars.**

Academic historians are rarely embroiled in national scandals, yet the “History Wars” of the early 2000s placed them firmly in the media spotlight. In this seminar, we will examine the often virulent controversies over Aboriginal history, Australian history and the Australian national identity, through what have become known as the “History Wars”. Drawing on our earlier work on the “frontier”, we will consider both sides of the story, to consider revisionism, black armband history and the idea of the historical “truth”.

**Question for Seminar Notes:**

To what extent were the History Wars a battle one over the present, rather than the past?

**Essential Reading**


**Further reading**


Windschuttle, Keith. 'The Myths of Frontier Massacres in Australian History’ Part 1, Quadrant, October 2000: 8–21; and Part II, Quadrant, November 2000: 17–24.


Windschuttle, Keith. 'The Historian as Prophet and Redeemer' Quadrant Dec 2002


Lateline debate between Reynolds and Windschuttle http://www.abc.net.au/lateline/stories/s277827.htm


WEEK13:

CLASS TEST DURING LECTURE SLOT
RESEARCH ESSAY

Choose one of the following questions for your research essay. You must use and reference a minimum of eight scholarly texts or readings.

See General Notes on Essay Writing On Page 4 of this Study Guide

Essay Questions

1. What is multiculturalism? What were its social and political agendas? How was it implemented in Australia, and was it a success?

S Castles et al, Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia (Sydney: 1988)
L Foster and D Stockley, Australian Multiculturalism: A Documentary History and Critique (Clevedon: 1988)
You might also consider some of the readings under the seminar on Refugees, though not all will be useful.

2. How do Aboriginal autobiographies assert indigenous identities? How do these texts change the way we read history?

Ruby Langford, Don’t Take Your Love to Town (Melbourne: 1988)
S Morgan, My Place (Freemantle: 1987)
C Perkins, A Bastard Like Me (Sydney, 1975)
M Tucker, If Everyone Cared (Sydney: 1977)
G Ward, Wandering Girl (Broome: 1987)
P Rajkowski, Linden Girl (Nedlands, 1995)
C Ferrier, ‘Aboriginal Women’s narratives’ in her Gender, Politics and Fiction (Brisbane: 1985)
C Berndt, ‘Mythical women past and present’, in We are bosses ourselves. The status and role of Aboriginal women today. F Gale (ed.) (Canberra: 1983)
Brewster, Anne. Reading Aboriginal women’s biography. South Melbourne: OUP, 1996
3. How did the rights of Aboriginal people change over the twentieth century? Consider with reference to 2 or 3 of the following: Aboriginal Day of Mourning (1938); Freedom Rides; 1967 Referendum; Aboriginal Tent Embassy; Land Rights and Native Title.

M McKenna, Looking for Blackfellas’ Point. An Australian History of Place (Sydney: 1992)
A Curthoys, Freedom ride: a freedom rider remembers (Sydney: 2002)
B Attwood (ed.) In the Age of Mabo: History, Aborigines and Australia. (Sydney: 1996)
H Goodall, Invasion to Embassy: Land in Aboriginal Politics in New South Wales 1770-1972 (Sydney: 1996)
H Goodall, ‘Cryin’ out for land rights’ in Burgmann and Lee, Staining the Wattle (Melbourne: 1988)
F Brennan, Land Rights Queensland Style: The struggle for Aboriginal self management (Brisbane: 1992)
V Bergmann, Power and Protest (Sydney: 1993)
J Horner, Vote Ferguson for Aboriginal Freedom (Sydney: 1974)
A Markus, Australian Race Relations, 1788-1993 (Sydney: 1994)
P Read Charles Perkins: A biography (Melbourne: 2001)

4. Discuss the various representations of women in World War II. How did constructions of femininity differ from the realities?

Marilyn Lake, ‘Female Desires: The Meaning of World War II’, in Memories and Dreams: Reflections on Twentieth Century Australia (Sydney, 1997)
J Damousi and M Lake (eds), Gender and War. Australians at War in the Twentieth Century (Melbourne:1995)
K Darian-Smith, On the home front: Melbourne in wartime (Melbourne: 1990)
K Darian-Smith, ‘War Stories: Remembering the Australian Home Front During the Second World War; in Memory and History, Kate Darian-Smith and Paula Hamilton (eds) (Melbourne, 1994)
JH Moore, Over-Sexed, Over Paid and Over Here: Americans in Australia 1941-1945 (Brisbane:1981)
J Bassett (ed.) As We Wave You Goodbye: Australian Women at War (Melbourne: 1998)
D Cusack and F James, Come in Spinner (Sydney: 1988)
M McKernan, All In! Australia during the Second World War (Melbourne: 1983)
K Saunders and R Evans, Gender Relations in Australia (Sydney: 1992)
5. Why was the declining birth rate such a point of social, economic and political concern in the late nineteenth and early twentieth centuries? How were women portrayed in these discussions? How important was the concept of whiteness to these debates?

Nevil Hicks. ‘This Sin and Scandal’. Australia’s population debate 1891-1911. (Canberra: Australian National University Press 1978)
Alison Mackinnon, Love and Freedom: Professional Women and the Reshaping of Personal Life (Cambridge: 1997) - see in particular the section on the declining birth rate
Pat Quiggan. No Rising Generation. Women’s fertility in late nineteenth century Australia (Canberra: Department of Demography Research School of Social Sciences Australian National University, 1988)
John Borgiorno, “Every Woman a Mother”: Radical Intellectuals, Sex Reform and the “Woman Question” in Australia, 1890-1918’, Hecate, 27, 2001, p.44-64.
Ann Curthoys ‘Eugenics, Feminism and Birth Control: The Case of Marion Piddington,’ Hecate, xv (1),1989, p.73-89.

6. Did Australian society assert a “compulsory heterosexuality”? Discuss conceptualisations of homosexuals and lesbians in twentieth century Australia.

Jill Matthews, Good and Mad Women: The Historical Construction of Femininity in Twentieth Century Australia (Sydney: 1984)
Marilyn Lake, Getting Equal: The History of Australian Feminism (Sydney: 1999)
G Mason and S Tomsen (eds), Homophobic Violence (Sydney: 1997)
J Matthews (ed.) Sex in Public: Australian Sexual Cultures (Sydney: 1997) – various articles
7. How was masculinity constructed through the Bush Legend and Anzac Mythologies?


Judith Allen, ‘“Our deeply degraded sex” and “the animal in man”: Rose Scott, feminism and sexuality 1890-1925’, *Australian Feminist Studies* 7-8 (Summer 1988), pp.64-91.


If you are interested in an international perspective on masculinity and WWI, see:


8. How and why did the White Australia policy die a ‘long slow death’ in the late 1960s and early 1970s? What was the impact of Asian immigration following the demise of ‘white Australia’?


9. What should we teach children about Australian history in schools? Who should decide this, and how?

Bain Attwood, Telling the Truth About Aboriginal History (Sydney,2005)
Deborah Hope, 'Ripping tales from the vault', The Weekend Australian, March 18-19 2006, Inquirer p.27
Kevin Donnelly, 'Why our greatest story is not being told', The Weekend Australian, 28-29 January 2006.
Anna Clark, Teaching the Nation: Politics and Pedagogy in Australian History,(Melbourne University Press, Melbourne 2006)
Anna Clark, History's Children: History Wars in the Classroom (Sydney: UNSW Press, 2008)