# HIST3220 - Issues in Australian History

**Semester 2 - 2006**

Course Co-ordinator: Dr Erik Eklund  
Room: MCLG 26a  
Ph: 49215219  
Fax: 49216940  
Email: [Erik.Eklund@newcastle.edu.au](mailto:Erik.Eklund@newcastle.edu.au)  
Consultation hours: Tuesday 10 to 11am; Wednesday 11 to 12noon.

## 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 2 2006

**CTS Download Date:** 16 June 2006
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>
</tr>
</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>
</tr>
</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 2 - 2006

Lecture and Tutorial
Wednesday 9:00 - 11:00 [AT25] Commencing Week 2
or
Tuesday 11:00 - 13:00 [V111] Commencing Week 2
Tuesday 14:00 - 16:00 [V25] Commencing Week 2

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.
Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.
Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
   must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

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

For semester 2 courses: 31 August 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the School Office.

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

Contact Details
Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
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
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 49 21 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

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

Online Tutorial Registration:

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

 challengelogin.cfm

Registrations close at the end of week 2 of semester.

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

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

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 coversheet:** All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
- **Assignments are to be deposited at any Student Focus. Focus are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah, Room H01.43

  Any changes to this procedure will be announced during the semester.

- **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. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, 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 hard copy and on disk.
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:
§ Major Essay
§ Tutorial Paper
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.

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.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.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 the Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

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

Preferred Referencing Style
In this course, you should use the Chicago referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
At the end of the paper, a bibliography provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

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 can be found at:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade (FG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
</tr>
<tr>
<td></td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
</tr>
<tr>
<td></td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
</tr>
<tr>
<td></td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
</tr>
<tr>
<td></td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
</tr>
<tr>
<td></td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
HIST 3220 - Issues in Australian History


Course Co-ordinator
Dr Erik Eklund ph: 2 49215219 Erik.Eklund@newcastle.edu.au
Callaghan campus - Rm MCLG26a McMullin
Office Hours: Tuesdays 10-11am & Wednesdays 11-12 noon.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture</th>
<th>Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19 July</td>
<td>Introduction</td>
<td>No Seminar</td>
</tr>
<tr>
<td>2</td>
<td>26 July</td>
<td>Genres of History</td>
<td>Diversity and Australian History</td>
</tr>
<tr>
<td>3</td>
<td>2 August</td>
<td>Historians and the Public Stage</td>
<td>Historians in the Public Sphere</td>
</tr>
<tr>
<td>4</td>
<td>9 August</td>
<td>History and the Schools</td>
<td>What should children know about Australian History?</td>
</tr>
<tr>
<td>5</td>
<td>16 August</td>
<td>Heritage, History, and New Media</td>
<td>Coal River</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Lecture</td>
<td>Tutorial</td>
</tr>
<tr>
<td>6</td>
<td>23 August</td>
<td>The Long Boom</td>
<td>Primary Sources</td>
</tr>
<tr>
<td>7</td>
<td>30 August</td>
<td>ANZAC Experiences/ANZAC Myths</td>
<td>The ANZAC Myth</td>
</tr>
<tr>
<td>8</td>
<td>6 September</td>
<td>The Great Depression</td>
<td>Statistics and Memories</td>
</tr>
<tr>
<td>9</td>
<td>13 September</td>
<td>Historical Revisions 1 – The Frontier Experience</td>
<td>A History to be Proud of?</td>
</tr>
<tr>
<td>10</td>
<td>20 September</td>
<td>Historical Revisions II - The Stolen Generations</td>
<td>Personal Grief, National Shame and Pride</td>
</tr>
<tr>
<td>11</td>
<td>27 September</td>
<td>Library Research Skills</td>
<td>Essay Writing Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Break, 3 to 13 October</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>18 October</td>
<td>The Whitlam Years</td>
<td>The Constitutional Crisis of 1975</td>
</tr>
<tr>
<td>13</td>
<td>25 October</td>
<td>The Use and Abuse of Australian History</td>
<td>Summing Up</td>
</tr>
<tr>
<td>14</td>
<td>1 November</td>
<td>Class Test</td>
<td>No Tutorials</td>
</tr>
</tbody>
</table>
Prescribed Texts

You should purchase the following books-


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.

Recommended Texts

A detailed listing is provided on pages 8–10.

Format

One lecture/video session on Wednesday from 9.00 to 11.00am in AT25. The lecture programme will be varied from time to time with guest lecturers and videos. Dr Victoria Haskins will be lecturing in Weeks 4, 10 and 11 in her areas of expertise. Lecture outlines, announcements and other useful information will appear on the Course Blackboard web site at http://blackboard.newcastle.edu.au.

You should check the web site at least once a week for the latest updates.


Your studentmail account is an official form of communication and you should check it regularly.

One tutorial on Tuesday from 11.00 to 1.00 pm (V111) or Tuesday 2.00 to 4.00pm (V25)

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 web site 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 Faculty’s normal rules on late essays and plagiarism will apply. There is no assumed knowledge for this course, but participants who have little or no background in Australian history can address this issue by reading general texts such as Stuart Macintyre’s A Concise History of Australia, Melbourne: CUP, 1999.
Assessment Details

Tutorial Paper
All students will prepare and present a five to ten minute introduction in one of 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. Students may use handouts or overheads where appropriate. Your presentation will form the basis of a tutorial paper due in the following week in tutorials worth 20%. This paper should be submitted in essay format (using discipline conventions on footnoting), and should address the question in italics only. Do not try to answer every question in your written paper. You should take into account the tutorial discussion itself when completing your final written paper.

Essay
The essay is due on Thursday 19 October and comprises 40% of your total assessment. To encourage broad research a maximum of 10 marks will be allocated solely on the quality and breadth of your bibliography. The questions are listed from pp. 29-30 of the Course Guide.

Do not answer a question that you have covered in your tutorial paper.

Essays that do not adhere to School requirements on format, referencing, legibility and readability are likely to be returned unmarked. Essays handed in late with no prior arranged extension will be penalised as per faculty policy. Such essays may be marked but no substantive comments will be given. The Library lecture in Week 9 and the Essay Writing Workshop in Week 11 are designed to provide some guidance on researching and planning your essay. Remember that the essay is a major piece of research and a considerable amount of time and thought should be devoted 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 work load and due dates for your other courses and ensure that you have sufficient time to complete your essay for HIST 3220.

Class Test
The Class Test will be held in lectures in Week 14, and is worth 30% of your total assessment. The question is: With reference to at least four topics from this course, discuss the relationship between academic and popular history.
The best preparation for the test 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.

Attendance at the Class Test is compulsory. As with formal exams the only exemptions apply to religious holy days, or documented medical reasons.

**Tutorial Participation**

The participation mark, worth 10%, will be determined by considering a student’s tutorial presentation 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 and act as moderator during one tutorial to be eligible for a participation mark. (For more details on tutorials see below)

**Availability**

Please come and see me before or after lectures, or during the office hours listed on the front page at MCLG26a. I am happy to arrange another time for consultation if these do not suit. If you cannot find me in person, please leave a message on my voice mail (49215219) or email Erik.Eklund@newcastle.edu.au

**Assistance to Students**

If you are having any problems related to the course your first stop should be the Course Coordinator. 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.

**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. 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 (all in the reference collection)**


Journals

Aboriginal History
Australian Cultural History
Australian Feminist Studies
Australian Journal of Politics and History
Australian Historical Studies
Australian Studies
Journal of Australian Colonial History
Journal of Australian Studies
Labour History
Public History Review
Journal of the Royal Australian Historical Society
Teaching History

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.

Internet Resources

Occasionally I may 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 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:
HIST 3220 Course Guide  
School of Humanities and Social Science


**Tutorial Programme**

The aim of tutorials is for students to -

- familiarise themselves with important historical debates, and how they impact upon contemporary society
- learn to express an informed opinion in both written and oral form
- develop their skills in interpreting primary sources and oral history

I will be taking steps to ensure that all students have an equal opportunity to contribute. This is also a student responsibility so please ensure that you do everything you can to create an atmosphere of inclusive discussion. All students will be encouraged regardless of their level of understanding and verbal abilities, however, ill-informed and inappropriate comments will be discouraged. You must complete the essential reading for each week and come prepared to make an informed contribution to the tutorial. The additional reading is for those who are presenting the tutorial and a guide for further research. The list is by no means exhaustive and you are encouraged to locate other relevant material by scanning bibliographies, the library catalogue and online databases.

**Tutorial Moderator**

To ensure structured student involvement each tutorial will have at least one student moderator. The moderator’s role will be to introduce the student/s giving the presentation for that week, and at the end of the session summarise the key points that have come up during discussion. Do not underestimate the difficulty of this role. You will need to come prepared, and you will need to pay careful attention to the tutorial discussion. Every student should act as tutorial moderator at least once. Remember to summarise the discussion not the readings.
Tutorial and Lecture Programme

Week 1: Introduction (19 July)

Lecture 1: General introduction - Introduction to the Course themes, assessment system, and requirements (including copious amounts of gratuitous advice)

Tutorial: No Tutorial

Week 2: Genres of History (26 July)

Lecture: Genres of History

Tutorial: Diversity and Australian History
Australian history has many different forms, a diversity of practitioners and distinct audiences. While University-based historians typically write for their peers and address the issues of the professional discipline, others in the community, in the media, or in family and local history circles present their research and write quite differently. There are also many popular or vernacular styles of history through collecting, re-enacting and modeling the past, which bear little, if any, relationship to professional history. Does history have a purpose and if so what is it? To what degree does politics influence history, or does history influence politics? In what ways has Australian history been used (and perhaps abused) since the 1970s?

Essential Reading/Viewing
The History Wars, Chapters 1, 2 & 3.
Sense and Nonsense, ‘Introduction’ plus ‘Australia’s Absurd History’.
Additional Reading


Week 3: Historians and the National Stage (2 August)

Lecture
1: Historians in the public sphere


Tutorial: What is the public role for historians?
Historians such as Geoffrey Blainey and the late Manning Clark developed popular profiles beyond the academy. By the late 1970s, both men were nationally identifiable celebrities. This not only generated some professional disquiet or envy (were they mere populists?), but it also engaged them in some very public disagreements about history, and occasionally politics and public policy. In many ways historians are central public intellectuals and history a vital area that offers meaning, and context to contemporary life. Historians can communicate with the public and there is considerable interest in the past, but there are also important struggles over aspects of the past, national identity, and ‘our’ traditions. How well do you think historians have translated their professional knowledge into the public sphere? In entering the public domain, did they go beyond their professional responsibilities? Why did these historians attract so much controversy?

Essential Reading
The History Wars, Chapters 4 & 5.
Sense and Nonsense, ‘Distance: Was it a Tyranny’ & ‘Australian History and European Civilisation’.

Further Reading
Davison, The Use and Abuse, Chapter 2.
A comprehensive bibliography on Geoffrey Blainey is at http://www.lib.monash.edu/non-cms/blainey/

Week 4: History in our Schools (10 August)

Lecture 1: - Dr Victoria Haskins

Tutorial: What should children know about Australian history?
Recently, the teaching of Australian history in Australian schools has come under a great deal of criticism from a variety of perspectives. What kind of criticisms have been made, and are they valid? Do you think Australian history should be taught in secondary schools (either compulsorily or as an elective) and why? If so, what are the most important aspects of this history to teach, and why? How can students best learn these aspects?

Tutorial exercise: bring to the tutorial either a copy of a textbook you used at school to discuss; or borrow one from somebody you know, or from the library.

Essential Reading
Anna Clark, ‘What Do They Teach Our Children?’ in The History Wars, ch.9.
Additional Reading


Follow up the secondary sources cited in Clark above, see pp.254-260

On Australian historiography generally:
Macintyre, Stuart, and Julian Thomas (eds), The Discovery of Australian History 1890-1939, Melbourne University Press, Melbourne, 1995
Osborne, G and W F Mandle (eds), New History: Studying Australia Today, George Allen & Unwin, Sydney, 1982

A Sample of General Histories and Textbooks
Week 5: History: Utilising New Media? (16 August)

Lecture 1: History, Heritage and New Media

Tutorial: Re-presenting Coal River
A recent survey by historians at UTS found that more than 80% of the 350 respondents had watched historical movies or documentaries as well as viewed historical photos in the past 12 months. Despite our reverence for books and book culture, historians have to look beyond the printed word. One possibility is to utilise new media to communicate a sense of the past. This week exposes students to a current project and allows you to react to, and participate in, its development. The Coal River Working party is a multidisciplinary research grouping that includes community, industry and University members. One of our projects is looking at innovative ways of presenting historical material using the ‘Google Earth’ Platform. How effective is the Timescape Module? Compare your response to this resource to your response to an article or book. Compare what you have learned from this resource to that which you have may have learned from an article or book? In developing new media historical resources, is their a necessary tradeoff between entertainment and education?

Essential Reading/Activity

View the Coal River Web Site at www.newcastle.edu.au/coalriver
Access the Coal River Timescape Module (the co-ordinator will provide details)

Additional Reading
Davison, The Use and Abuse, Chapter 6 & 7 (Chapter 9 is also relevant)
Week 6: The ‘long boom’ and the primary sources (23 August)

Lecture 1: The colonial economy, 1860 to 1890

2: Working with primary sources

Tutorial: Reading primary sources
Many historians have understood the period between 1860 and 1890 as one of uninterrupted economic growth and prosperity. Social and labour historians, who focus on both different types of evidence and had different assumptions about the workings of the capitalist economy, challenged this interpretation. This tutorial initially engages with these debates and then asks you to locate a primary source within it. Outline the evidence and assumptions employed in the work of Jackson, as compared to Lee & Fahey. Was colonial Australia a ‘working man's paradise’? How do the two primary sources reflect on the ‘long boom’ debate? What are the advantages and disadvantages of the two sources?

Essential Reading
Sense and Nonsense, ‘Colonial Society’ & ‘Egalitarianism’
Macintyre, A Concise History chapter 5.
James Silcock Diary, University of Newcastle Archives (excerpts)
William V Smith diary, University of Newcastle Archives (excerpts)

Other Relevant Primary Sources


**Additional Reading**


White, Inventing Australia chapter 3.
Week 7: ANZAC experiences/ANZAC myths (30 August)

Lecture

1: ANZAC experiences/ANZAC myths
2: Excerpts from Peter’s Weir’s film, Gallipoli

Tutorial: Reading the ANZAC myth

Anzac is one of the enduring legends of Australian history. Arising out of military disaster, the legend glorifies, above all, the contribution of Anzac soldiers to the 1915 Gallipoli campaign. The legend suggests that the nation was born in blood on the shores of Gallipoli and praises the courage and bravery of the Anzac soldiers. The contribution of Anzacs to the war effort as a whole is memorialised in almost every town in Australia, and the legend remains an important element in Australian identity. It has gained renewed prominence as the number of ANZAC veterans dwindled and the living link with the Anzac experience lost. In this topic we consider some of the elements and distortions of the legend, including an examination of the 1981 film Gallipoli. What are the principal elements of the Anzac legend? How has the legend been perpetuated and reinterpreted over time? How has the ANZAC legend been used and abused?

Essential Reading

Macintyre, A Concise History 155–168
Sense and Nonsense, ‘The Gallipoli Landing’
Jones, Caroline Viera, ‘Unfortunate omission: writing women out of the Anzac legend’, Bulletin (Bibliographical Society of Australia and New Zealand), v.28, nos 1-2, 2004: 111-121. (I will put both of these articles on the Blackboard web site)

Further Reading

Thomson, Alistair. ‘The Return of a Soldier’ in Russell & White, Memories & Dreams, 62–76.
Barrett,Craig; Crotty,Martin, ‘Anzac, the cynics, the sacred and the secular’, History Teacher, v.43, no.3, Mar 2006: 21-28.
Davison, The Use and Abuse Chapter 3


**On debates regarding the ANZAC legend more specifically see:**


Week 8: The Great Depression (6 September)

Lecture 1: The Great Depression in Australia

Tutorial: Statistics, memories and the Great Depression

The Great Depression was an economic and human tragedy. It was particularly severe in Australia, given our exposure to falls in world commodity prices and reliance on English loans. However, revisionist historian David Potts has challenged many of our long-held assumptions about the severity and impact of the Depression using a large-scale oral history project. Using very similar evidence, other historians have countered his view. What are the advantages and disadvantages of using oral evidence from those who lived through the depression? Considering Potts' view and the reply from Scott and Saunders, which interpretation do you find most convincing and why? How do these broader debates relate to the experience in Newcastle?

Essential Reading

Macintyre, A Concise History 168–181.
Gray, Sheila. ‘Social Aspects of Newcastle during the Depression.’ (2nd edition), Newcastle History Monographs no.11. Newcastle: Newcastle Region Public Library, 1989, 11–34 (Note the MA thesis on which this is based is held in Auchmuty library).

Additional Reading


**On oral history**


Week 9: Historical Revisions 1 - The Frontier Experience (14 September)

Lecture: 1: ‘Black Armband’ History - Dr Victoria Haskins

Tutorial: A History to be proud of?
Aboriginal land rights, terra nullius, the policies of child removal and reconciliation have provoked a significant rethinking of Australia’s past. While some historians and commentators have searched for more effective and what they would see as a more ‘honest’ versions of Australia’s past, others have argued that a focus on the negative aspects of race relations has gone too far, and that ‘black armband history’ has emphasised brutality at the expense of good will, oppression at the expense of tolerance. This debate has embroiled many academics, scholars and national institutions such as the National Museum, and the ABC. While this issue has been developing since at least the early 1990s, attention has recently focused on Keith Windschuttle’s attempts to challenge what is now the orthodox view of the frontier. Outline the fundamental argument in the ‘frontier debate’ as you see it. Why do you think this debate might be happening now, and is it an attempt to return to the older story, or tell a new one? Why is it so hard to ‘prove’ massacres of Aboriginal people, and what does this issue in our historical arena tell us about Australian history and Australian society today?

Essential Reading
The History Wars, Chapter 8

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


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


Manne, Robert (ed), Whitewash: On Keith Windschuttle’s Fabrication of Aboriginal History, Schwartz, Melbourne, 2003


ABC Lateline TV program transcript –‘Debate rages over ‘peaceful’ white settlement’ 16 April, 2001.

See also Windschuttle’s web site www.thesydneyline.com/
Week 10: Historical Revisions II - The Stolen Generations (20 September)

Lecture 1: The Stolen Generations - Dr Victoria Haskins


Tutorial: The Stolen Generations

Few aspects of our past have provoked such heated debate. The publication of the 1997 ‘Bringing Them Home’ report chaired by Justice Roland Wilson marked a significant increase in public knowledge and awareness of the policies of child removal throughout the twentieth century. Shortly afterwards, however, the report and the emerging historiography of child removal came under sustained attack from certain conservative journalists, and think tanks. The issue is further complicated by the overlay of party politics where, at least at the federal level, the major parties have divergent views on the issue. Add a raft of complicated moral issues about responsibility, national pride and shame, intergenerational obligation, reconciliation and a national apology, and you have the makings of the single most vexing historical issue facing Australians today. Outline the policies and the reasons for Aboriginal child removal. What was the impact of the ‘Bringing Them Home’ report? What differing views on the role of history do the various sides of the stolen generations debate bring to the issue?

Essential Reading

The History Wars, Chapter 8
Hirst, Sense and Nonsense in Australian History, ‘How Sorry Can We Be?’

Additional Reading


Cummings, Barbara, Take This Child... From Kahlin Compound to the Retta Dixon Children's Home, Aboriginal Studies Press, Canberra, 1990.


Haskins, Victoria, One Bright Spot, Palgrave, London, 2005


Mellor, D, & A Haebich (eds), Many Voices: reflections on experiences of Indigenous child separation, NLA, Canberra, 2002


Tucker, Margaret If Everyone Cared, Grosvenor Books, Melbourne, 1983 (1977)


Walden, Inara, 1995, ‘“That was slavery days”: Aboriginal Domestic Servants in New South Wales in the Twentieth Century’, in Ann McGrath & Kay Saunders (eds), Labour History: Aboriginal Workers, no.69, Australian Society for the Study of Labour History, Sydney: 196-207

Woodrow, Marjorie, One of the Lost Generation, M Woodrow, Narromine, 1990.
Week 11: Essay Writing (27 September)

Lecture 1: Library Research Skills

Tutorial: Essay Writing Workshop
Come prepared to outline your essay plan and discuss any research or writing issues that are coming up. The first hour will be general discussion while the second hour is taken up with individual consultation.

Semester Break - 2 October to 13 October inclusive

Week 12: The Whitlam Years, 1972–75 (17 October)

Lecture 1: The Whitlam Years and the Dismissal

2: Video - November 1975 (ABC Four Corners).

Tutorial: The Dismissal
On 11 November 1975 the Whitlam government was dismissed by the Governor-General after a budget deadlock rendered it unable to pass supply bills. Ever since, debate has continued as to who was at fault for the greatest political crisis in Australian history. Was it Whitlam’s incompetence, Fraser’s betrayal of parliamentary convention, or Kerr’s over-eagerness to intervene? Was it essentially a constitutional issue, or was there a conspiracy? Since the dismissal something of a ‘Whitlam legend’ has developed. The former PM is now one of the most sought after guest speakers – it seems as though the manner of his demise only heightened his reputation. The Republican issue, and more recent controversy surrounding the actions of the former Governor General, Peter Hollingsworth, has rekindled debate and discussion about the proper role of this office. In this tutorial, we consider the different standpoints of the three main players, their different perspectives, and their different reading of events. How does Whitlam justify his actions? How does Kerr justify his? How do Fraser and his biographer portray his role? With reference to the accounts of the participants, whose view do you find most convincing?
Essential Reading

Hirst, Sense and Nonsense, ‘Towards a Republic’.

Additional Reading


Week 13: The Use and Abuse of Australian History (24 October)

Lecture 1: Using and Abusing Australian History

Tutorial: Using and Abusing history

Reviewing the course overall, in what ways do you see Australian history being used and abused? How prominent are professional historians in this process? Is there a dialogue between historians and the general public? Is there a place for academic history? Why does Australian history provoke such media and public interest?
Essential Reading
The History Wars, Ch10 & conclusion
Review Sense and Nonsense, ‘Introduction’ plus ‘Australia’s Absurd History’ from Week 1

Additional Reading
Davison, The Use and Abuse Chapter 4, 6, 9, 11, 12, 13 and 14.
Macintyre, A Concise History Chapter 10.
Macintyre ‘History Ain’t History’ and Barcan, ‘Historians Contemplate Their Twilight’ from Week 2.

Week 14: Class Test (31 October)

Lecture 1: Class Test conducted in the normal lecture time.
ESSAY QUESTIONS

DUE: 19 October, 2006

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

• Do not attempt to answer a question that overlaps with your tutorial paper. See the course co-ordinator 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.

• See the relevant tutorial week for useful reading and the course co-ordinator if further assistance is required.

• Students are encouraged to locate further material using NEWCAT or online data bases.

• 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.

• Submit a hard copy as well as an online copy through Turnitin.

Choose one of the following-

1. Examine the career of at least three Australian historians and discuss their relationship to the public sphere.

2. Why teach Australian history in Schools? Should it be compulsory?

3. New media such as video, film, and the world wide web can never replace books and book learning.

   Discuss this statement.

4. Using at least three primary sources from the period 1860 to 1890, analyse the ‘long boom’ debate and discuss how your sources reflect on this debate.
5. Discuss the strengths and weaknesses of oral sources on the Great Depression in Australia. In what ways can a simplistic use of oral sources produce an unbalanced account?

6. Discuss the creation and the maintenance of the ANZAC myth since 1915.

7. To what extent has the scholarship on Aboriginal/Settler relations of the 1970s, 80s and 90s by Reynolds, McGrath, Habeich, Broome, Ryan and others been successfully challenged or modified by more recent critical assessments by journalists, commentators and historians such as Partington, Blainey and Windschuttle.

8. Outline the various interpretations of history brought to bear by different perspectives in the debate over whether the Commonwealth Government should formally apologize to Aboriginal survivors of child removal.

9. Account for the dismissal of the Whitlam Government in November 1975. Was the Governor General’s action justified?

10. Design your own essay question. In formulating the question you should consider-
1. the themes of the course
2. the availability of primary and secondary sources
3. the suitability of the question to the relevant word limit.

This must be done in consultation with, and with the approval of, the course co-ordinator.