Faculty of Education and Arts
School of Humanities and Social Science
http://www.newcastle.edu.au/school/hss/

HIST3620 - MAPS AND DREAMS
ABORIGINAL/Colonial Encounters in Australian History

Course Outline
Semester 2 2007

Course Co-ordinator: Dr Victoria Haskins
Room: MCLG26b McMullin Building
Ph: 02 4921 5221
Fax: 02 4921 6933
Email: Victoria.Haskins@newcastle.edu.au
Consultation hours: By appointment

Course Overview
The focus of this course is on encounters and interactions between Aboriginal and non-Aboriginal people. Key aspects we’ll be discussing are the intersections between gender and class, and such interactions; questions of degrees of agency and power; and an ongoing examination of the tensions between pressures keeping Indigenous and non-Indigenous people separate from each other and those that have brought them together.

Contact Hours
Lecture for 2 Hours per Week for 13 Weeks
Tutorial for 2 Hours per Week for 13 Weeks

Learning Materials/ Texts
Course reader available from **

Course Objectives
This course aims to provide you with a sound background in and grasp of the history of relationships between Aboriginal and non-Aboriginal people, in several ways:

• By increasing your knowledge and understanding of the major themes and issues in Australian race relations history;

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2007

CTS Download Date: 27 June 2007
• By drawing your attention to the forces shaping our perception of the Australian past with regard to relationships between Indigenous and non-Indigenous people, and how this history is used in the present;
• By enabling you to recognise and critically evaluate the various arguments you encounter in secondary historical works;
• By helping you to acquire some of the practical skills necessary for historical work – including library research, use of primary sources, and the ability to structure an historical argument;
• By fostering an atmosphere of respect for one another’s perspectives, that encourages cooperative creative thinking.

Course Content
Topics we will cover under the broad subject of encounters between Indigenous and non-Indigenous people in Australian history, may including historical relationships between:
- Macassans and Aboriginal people in northern Australia;
- convicts and Aboriginal people in NSW and Qld;
- British pastoralists and Aboriginal people;
- Chinese and Aboriginal people;
- Afghans and Aboriginal people
- Japanese and Aboriginal people;
- missionaries (German, Anglo-Australian) and Aboriginal people;
- state/federal governments and Aboriginal people;
- labour movement and Aboriginal people;
- feminist movement and Aboriginal people.
This subject draws upon postcolonial theoretical constructs about cross-cultural colonialist relationships, gender and class, and the representations of such relationships in popular culture; and utilizes a wide range of source material, including artwork and performance, as well as written sources. Wherever possible, guest lecturers from a variety of backgrounds - both Indigenous and non-Indigenous - will provide students with an insight into the range and diversity of experiences and histories embedded in the colonial encounter.

Assessment Items

| Tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 20% |
| Essays / Written Assignments | 2000 word assignment, worth 30%
| | 4000 word assignment, worth 35% |
| Examination: Class | Class test, worth 15% |

Assumed Knowledge
20 units of HIST or ABOR subjects at 1000 level.

Callaghan Campus Timetable
HIST3620
MAPS & DREAMS: ABORIGINAL-COLONIAL RELATIONSHIPS I
Enquiries: School of Humanities and Social Science
Semester 2 - 2007
Lecture and Tutorial
Wednesday 13:00 - 15:00 [V01]
Thursday 09:00 - 11:00 [V103]
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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

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

Students should be aware of the following important deadlines:

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

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

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

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

**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 2007

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

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

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

**Faculty Information**

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

The four Student Hubs are located at:

- **Callaghan campus**
  - Shortland Hub: Level 3, Shortland Union Building
  - Hunter Hub: Student Services Centre, Hunter side of campus

- **City Precinct**
  - City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct
Ourimbah campus

- Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts

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

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806
Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

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

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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

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

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

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 Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at**:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

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:

- 4000 word assignment worth 35%
- 2000 word assignment worth 30%

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 Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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

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

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

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

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

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

Further detail on this University policy can be found at:

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours.

Preferred Referencing Style
In this course, it is required that you use the Chicago footnote referencing and Bibliographic
system. Inadequate or incorrect reference to the work of others may be viewed as plagiarism
and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a
direct quote includes a page number, in parentheses. At the end of the paper, a list of
references 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
Student Representatives are a major channel of communication between students and the
School. Contact details of Student Representatives can be found on School websites.

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:
Assessment Tasks

1. **Tutorial Participation and Contribution.** Tutorials in this topic provide you the opportunity for interaction and discussion with other students as well as the lecturer, on lecture material and particularly the focus readings. The questions given in the course guide are intended to spark discussion. You should do the readings with these questions in mind, although the readings will not generally answer the questions specifically. Expect to spend 2 hours minimum reading for a tutorial. You may come up with your own questions, points or issues you want to discuss. Be prepared to speak!

   For every tutorial you should come prepared with 50-100 words of notes in response to one or more of the questions for the tutorial, and should refer to at least ONE of the set readings. This is to encourage you in the habit of effective note-taking while assisting in the group discussion. You will be asked to provide a copy of these notes to the lecturer either at the tutorial or by email BEFORE the tutorial. These notes won't be graded. A record will be kept however, so a complete set of 10 entries on the tutorial readings, submitted on time, will attain a full mark of 10 (10% of your overall total). These are not compulsory but be aware that late tutorial notes will not be accepted, as their purpose is to facilitate tutorial participation and discussion. You might like to keep your notes together in a binder or folder together with lecture notes and your own questions and insights as a kind of learning journal.

   Participation will also be assessed on the basis of your active contribution at the weekly meetings, for an additional mark out of 10 (10% of your total for the course overall). Evidence of contribution includes not only the actual insights you bring to discussion, but your willingness to listen and respond to other students' insights and thoughts. All students are encouraged to bring along additional readings or sources relevant to the weekly tutorial topic for general discussion.

   For each tutorial, you will need to read the prescribed readings. Further readings are suggested for every tutorial topic. You are not expected to find and read all of these of these or even any of them, but if you are particularly interested in that topic you will find the additional readings stimulating.

2. **2000 word Primary Source Analysis.** Due 29 August 2007 (Week 7). 30%

   For this assignment you'll select two primary sources that you would like to use in your research essay (originals won't be necessary) and answer a series of questions about what can be learned from them. Further details including
these questions and criteria for assessment will be provided in lectures and on BlackBoard.

3. 4000 word Research essay. Due 17 October 2007. 35% Essay questions will be handed out separately, along with an explanation of the criteria for assessment. The essay is an opportunity to carry out in depth reading and research on a question that interests you, so expect to read and refer to a MINIMUM of eight secondary sources (scholarly books or articles on your chosen subject) in your essay and DO NOT rely solely on the reading supplied in your course reader.

4. Short-answer in-lecture test. A test will be given out at the last lecture in the course. It will be designed to allow you to simply demonstrate your grasp of concepts and other content material provided in lectures during semester. No special preparation is required other than attending (and listening during) lectures. It is not compulsory, but strongly advisable to take. Total mark out of 15 (15% of final grade).

Reading for Maps and Dreams

There is no set text for this topic, but there are a number of leading texts which will be useful introductory or reference works throughout the topic. They will also be useful as a first 'port of call' for your research essays.

Clendinnen, I, Dancing with Strangers (Text: Melbourne, 2003)
Evans, R, Fighting Words: Writing about Race, 1999
Fesl, E Mumewa, Conned!, 1993
Goodall, H, Invasion to Embassy: Land in Aboriginal Politics in New South Wales, 1770-1972, 1986
Haebich, A, For Their Own Good: Aborigines and government in the South West of Western Australia, 1998
Harris, J, One Blood: 200 years of Aboriginal Encounter with Christianity, A Story of Hope, 1990
McGrath, A, Contested Ground: Australian Aborigines under the British Crown, 1995
Mattingley, C, & K Hampton, Survival in Our Own Land: 'Aboriginal' Experiences in 'South Australia' since 1836, 1998
Miller, J, Koori, 1985
Mulvaney, D J, Encounters in Place: Outsiders and Aboriginal Australians 1606-1985, 1989
Reynolds, H, With the White People, 1990
Reynolds, H, The Other Side of the Frontier, 1981
Reynolds, H. This Whispering in Our Hearts, 1988
Saunders, K, & R Evans (eds), Gender relations in Australia: Domination and Resistance, 1992 (Chapters on race relations)

REFERENCE WORKS
Dictionaries of Australian history can be very helpful when doing your readings (to fill you in on unfamiliar events and names). The Oxford Companion to Australian History (1999) is particularly useful and now available online via the university library website; also useful is the Australian Dictionary of Biography for information on people; and D Horton (ed), The Encyclopedia of Aboriginal Australia is a two volume reference work with much information relevant to Aboriginal and race relations histories. S Kleinert and M Neale's Oxford Companion to Aboriginal Art and Culture has a number of historical entries as well. For essays, use reference works to direct you to further readings, rather than as sources themselves.

JOURNALS
Consulting academic journals is a worthwhile exercise and a good habit to get into. You can access many of these journals electronically via the library website, or flip through them in the library. The following is a list of some of the more specialised journals useful for this topic.

Aboriginal History
Australian Aboriginal Studies
Australian Historical Studies
Ethnohistory
Hecate
Journal of Australian Studies
Journal of Colonial History
Labour History
Public History Review
Studies in West Australian History
INTERNET
Be careful of what you collect on the Internet as information put out on the net is notoriously unreliable (and also time consuming to find!). It can be useful for directing you to the location of other resources, however, and increasingly there are scholarly sources going online, many of them archival. Some useful sites for this topic are:

Aboriginal Studies Virtual Library  http://www.ciolek.com/WWWVL-Aboriginal.html

AIATSIS Library Catalogue  http://www.aiatsis.gov.au


Australian History: guide to resources (University of Adelaide library)  http://www.library.adelaide.edu.au/guide/hum/history


HISTORIOGRAPHY
Some academic responses to Aboriginal historical writing:
Brewster, A, Reading Aboriginal Women’s Autobiography, 1996
Mudrooroo, The Indigenous Literature of Australia: Milli Milli Wangka, 1997
Shoemaker, A, Black Words: White Page, 1989

Historiographic reviews/discussions of Indigenous/non-Indigenous race relations in Australia. You should read at least one of these:
Attwood, B, Chapter 6, The making of the Aborigines, 1989
Attwood, B, ‘The past as future: Aborigines, Australia and the (dis)course of History’ in B Attwood (ed), In the Age of Mabo, 1996

PRIMARY SOURCES
Primary sources are those which are part of the historical situation you are studying. Secondary sources are written later, about an historical situation. Increasing numbers of primary sources are being copied onto the Internet. For example:

Written texts
“Australian literary and historical texts”
http://setis.library.usyd.edu.au/oztexts
The Wellington Valley Project: Letters and Journals relating to the Church Missionary Society Mission to Wellington Valley NSW

Historical visual images on the Internet
PICMAN, the Mitchell Library’s database of its pictures and manuscript collections: http://www.slnsw.gov.au/picman
Images from the National Library of Australia’s pictorial collection:
State Library of Victoria’s ‘Pictoria’
Mortlock Library South Australiana database of images
http://www.slsa.sa.gov.au (follow the links through “Catalogues”)
Images of Race & Image Archive Nineteenth Century (Newcastle University)

Printed collections of primary sources
Most primary sources are in original document form only. Local historical societies often publish manuscripts such as settlers’ diaries which can be very interesting. For easily accessible sources on race relations, the most directly relevant are:

Attwood, B, & A Markus (eds), The Struggle for Aboriginal Rights: A Documentary History, Sydney, 1999
Stone, S, Aborigines in White Australia: A documentary history of the attitudes affecting official policy ... 1697-1973, Melbourne, 1974
Rose, M (ed), For the record: 160 Years of Aboriginal Print Journalism, Sydney, 1996

You can also look through the following for relevant material:
Clark, C M, Sources of Australian History, OUP, 1957
Clark, C M, Select Documents in Australian History, Angus & Robertson, 1955
Crowley, F (ed), Documentary History of Australia (several vols), Wren, 1972-3
Ward, R (ed), Such was Life: Select Documents in Australian Social History, Alternative Publishing Co., 3 vols, 1978-86
Daniels, K & M Murnane (eds), Uphill all the way, UQP, 1980
Fitzpatrick, K (ed), The Australian Explorers, OUP, 1958
Flannery, T (ed), The Birth of Sydney, Text, 1999
Flannery, T (ed), The Explorers, Text, 1998
Grimshaw, P, S Janson & M Quartly (eds), Freedom Bound I: Documents on women in colonial Australia, Allen & Unwin, 1995
Allen, M, M Hutchinson & A Mackinnon (eds), Fresh Evidence, New Witnesses: Finding Women's History, SAGP, 1989
Smith, B (ed), Documents on Art and Taste in Australia, 1770-1914, OUP, 1975
Webby, E (ed), Colonial Voices: letters, diaries, journalism, non-fiction from nineteenth century Australia
McMurchy, M, M Oliver & J Thornley, For Love or Money, Penguin, 1983
Lake, M & K Holmes (eds) Freedom Bound II Documents on Women in Modern Australia, 1995

You can find collections of visual primary sources published in book form:
Lindesay, V, Aussie-osities, Greenhouse, 1988
Kerr, J, Artists and Cartoonists in Black and White, S H Ervin Gallery, 1989
Sayers, A, Aboriginal Artists of the Nineteenth Century, OUP, 1994
Aboriginal Biographies/Oral Histories
There are an increasing number of life-stories, oral history narratives and biographies by or about Aboriginal people (*and some non-Aboriginal people closely associated through work, community or marriage) that will be of great value to you in your study for this topic. Listed below are a selection; you should read at least one of these:

Barnes, N, Munyi’s daughter, 2000
Camfo, T & N (ed. G Cowlishaw), Love against the Law, 2000
Clare, M, Karobran, 1978
Cohen, B, To My Delight, 1987
Crawford, E, Over My Tracks, 1993
Gilbert, K, Living Black, 1977
Gilbert, K, Because a White Man’ll Never Do It, 1973
Hercuse, L, & P Sutton (eds), This is what happened: Historical narratives by Aborigines, 1986
Huggins, J & R, Auntie Rita, 1994
Isaacs, J (ed), Wandjuk Marika Life Story, 1995
Jackomos, A, & D Fowell (eds), Living Aboriginal History of Victoria, 1991
Kennedy, M, Born a Half-Caste, 1985
Langford, R, Don’t Take Your Love to Town, 1988
Lalor, M (ed. J Beckett), Wherever I Go, 2000
Lennon, J, I’m the one that know this country! 2000
Loos, N, & E Mabo, Edward Koiki Mabo, 1996
McAdam, C, Boundary Lines, 1995
McGuiness, J, Son of Alyandabu, 1991
Moore, I (ed), Voices of Aboriginal Australia - Past, Present, Future, 1995
Morgan, E, The Calling of the Spirits, 1994
Morgan, S, My Place, 1987
Nannup, A, L Marsh, & S Kinnane, When the Pelican Laughed, 1996
Palmer, K, Somewhere between black and white, 1978
Pepper, P, & T de Araugo, You Are What You Make Yourself to Be, 1980
Rajowski, P, Linden Girl, 1995
Read, J, & P Coppin, Kangkushot, 1999
Read, P (ed), Down there with me on the Cowra Mission, 1984
Rossor, B, Dreamtime Nightmares, 1985
Shaw, B (ed), When the Dust Come in Between, 1992
Simon, E, Through My Eyes, 1978
Smith, S, (with B Sykes), Mum Shirl, 1981
*Tonkin, D, & C Landon, Jackson’s Track, 1999
Tucker, M, If Everyone Cared, 1977
Ward, G, Wandering Girl, 1987
West, I, Pride against Prejudice, 1984
*Willey, K, Boss Drover, 1971
White, I, D Barwick, B Meehan (eds), Fighters & Singers, 1985

Paddy Wainburraga Too Many Captain Cooks 1987
©Paddy Wainburraga 1987
HIST 3620. Maps & Dreams

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<td>11. Missionary positions</td>
<td>E. Missions and reserves</td>
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<td>12. State control</td>
<td>Critical historiographic review due 29 August</td>
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<td>13. Political Rights and Resistance (Guest)</td>
<td>F. Class, Race and Rights</td>
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<td>14. 1967 Referendum</td>
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<td>5 Sept</td>
<td>15. The White Woman’s Burden</td>
<td>G. Gender I: Goodfella missus</td>
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<td>16. Marriages of (in)convenience</td>
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Week 9
12 Sept
17. Born in the Cattle
18. Black diggers Freedom fighters

H. Gender II: War and masculinity

Week 10
19 Sept
19. Art History (Guest)
20. Babakiueria and Nice Coloured Girls

I. Indigenous Representations

Week 11
26 Sept
21. One Bright Spot
22. Lousy Little Sixpence

J. Essay Workshop

Mid-semester Break (Two weeks) 1 – 14 October

Week 12
17 October
23. Assimilation: Culture as Performance
24. History in the Museum

K. Whose History? Research essay due 17 October.

Week 13
24 October
25. Maps and Dreams, myths and histories
26. Class Test

L. Wrap up and feedback
Lecture One: Introduction Transformations and Traditions

Lecture Two: Language & History
(Guest Lecturer Ray Kelly)
NO TUTORIAL

Lecture Three: Dreamtime/Machinetime I
Lecture Four: Dreamtime/Machinetime II

Tutorial A. The Fatal Impact? It is a popular belief that the arrival of British colonialists in Australia heralded the cataclysmic collapse and end of a 'traditional' Aboriginal world. According to this 'fatal impact' argument, an ancient, static 'Stone Age' culture was destined to rapidly 'fade away' and disappear in the face of contact with modern civilisation.

What are the purposes behind the 'fatal impact' idea? What alternatives can we think of to the 'fatal impact'? Was there a moral collapse in Aboriginal society? Or was it within the settlers' society?

How can alternative readings of 'Captain Cook' help explain the impact of the first encounter?

Readings

Moorehead, A, The Fatal Impact, 1966 (Chapters 2 & 6)

Healy, C, 'Captain Cook: Between Black and White', S Kleinert & M Neale (eds), The Oxford Companion to Aboriginal Art and Culture, 2000: 92-95

Willey, K, When the Sky Fell Down, 1979 (Chapter 2)

Swain, T A, A Place for Strangers, 1998 (Chapter 1)

Further Readings

Barker, B, 'Strange Tales from the Raj - Aborigines and History' and reply by J Urry, 'Aborigines, History and Semantics', Journal of Australian Studies, 6, June 1980, pp.63-72

Dening, G, 'Sharks that walk on the Land', Meanjin, no.41, 1984: 424-41

Healy, C, From the Ruins of Colonialism: History as Social Memory, 1997 (Chapters 1 & 2)

Kolig, E, 'Captain Cook in the Western Kimberleys', in R M & C H Berndt (eds), Aborigines of the West, 1980: 274-282

Mulvaney, J, Encounters in Place, 1989 (Chapter 4)
Nugent, M, Botany Bay: Where histories meet (Allen & Unwin: Sydney, 2005)*
Rose, D, 'The Saga of Captain Cook', Australian Aboriginal Studies 2, 1984: 24-39
Rose, D B, Hidden Histories, 1991 (Chapter 2)
Sahlins, M, How 'Natives' Think: About Captain Cook, for Example, 1995
Sutton, P, 'Myth as history, history as myth', in I Keen (ed) Being Black: Aboriginal Cultures in 'Settled' Australia, 1988: 251-65

3 Lecture Five: Corroborees and Kings
Lecture Six: Convicts and Aborigines

Tutorial B: Cultural Projections. What kind of cultural preconceptions and projections can we see in early colonial accounts of Aboriginal society, in terms of gender and class divisions? What kind of barriers to understanding each other were there?

Readings
Miller, J, Koori: A Will to Win, 1985 (Chapter 2)
Dawes, W, 'Gatu Piryala - We Two Are Talking to Each Other', in T Flannery (ed), The Birth of Sydney, 1999:111-115
Urry, J, 'Savage Sportsmen', in I & T Donaldson, Seeing the First Australians (Allen & Unwin: Sydney, 1985) (Chapter 4)
Atkinson, A, The Europeans in Australia, 1998 (Chapter 8)

Further Readings
Berdnt, C, 'Aboriginal Women and the Notion of 'The Marginal Man', in R M & C H Berndt (eds), Aborigines of the West: Their Past and Present, 1980 (Chapter 2)
Clendinnen, Inga, 'Encounter on a beach'*

Evans, R, 'The Mogwi Take Mi-an-jin', in Evans, Fighting Words, 1999

Hallam, Sylvia, 'A view from the other side of the western frontier', Aboriginal History vol.7, no.2, 1983*


McBryde, Isabel, Guests of the Governor **


Parsons, Michael, 'Corroboree' **


4 Lecture Seven: Captivity Narratives I
Lecture Eight: Captivity Narratives II

Tutorial C: Captivity narratives. For what purposes did the settlers capture Aboriginal people (refer to the Atkinson reading for tutorial B as well as those below) and how do these compare to the capture of Europeans by Aboriginal people? What does 'capture' mean? What fears lie behind the persistent theme of white women being taken captive by blacks? What can fiction tell us about historical experiences of colonial encounters?

Readings

Atkinson reading for tutorial B

Darian-Smith, K, 'Material culture and the 'signs' of captive white women', in B Creed & J Hoorn (eds), Body Trade, 2001: 180-191

Schaffer, K, In the Wake of First Contact, 1995: 1-14

Blomfield, G, Baal Belbora, 1986: 41-43

Ryan, L, The Aboriginal Tasmanians, 1981 (Chapter 9)
Further Readings

Barret, C, White Blackfellows, 1948


Cormick, C, 'Mrs Watson Escapes the Cannibals' and 'KRAO - the Missing Link', in Cormick, Unwritten Histories, 1998


McNiven, I, L Russell, & K Schaffer, Constructions of Colonialism: Perspectives on Eliza Fraser's Shipwreck, 1998

Malouf, D, Remembering Babylon

Pepper, P & T De Araugo, What did happen to the Aborigines of Victoria Vol.1, 1985 (Chapters 11 & 12)

Reynolds, H, With the White People, 1990 (Chapter 5)

Smith, K V, Bennelong, 2001


Webb, J, & A Ensticine, Aliens & Savages, 1998 (Chapter 1)

White, P, Fringe of Leaves

5 Lecture Nine: Killing Fields I

Lecture Ten: Killing Fields II

Tutorial D: Massacres or Wars of Resistance? For a long time, Australian historical writing was founded on a myth of peaceful settlement. Since the revisionist historians broke 'the Great Australian Silence' from the late 1960s, the violence of colonisation has been increasingly acknowledged. What difference does it make whether we understand this violence as being 'massacre' or 'war'? What effect does conceptualising Aboriginal people as either 'victims' or 'enemies' of non-Aboriginal people have on our understandings of the colonial encounter? What culpability does each assign to the killers and the system? What is the effect upon our understanding of Aboriginal agency?

For this discussion lecture, the group will break into two and prepare a set of points answering the following questions, based on the readings and lectures. Group 1 must address the questions as if the conflicts
should be interpreted as ‘massacres’; Group 2 as if the conflicts were ‘wars’.

1. What was the relationship between Aboriginal and non-Aboriginal people?

2. Was conflict inevitable? What were the major causes?

3. Could conflict have been resolved without violence (on either or both sides)? How?

4. Should anyone (on either side) have been punished for their actions? If so, by whom or by what authority?

5. What was the role or position of women and of children in the conflict?

6. Should this history be memorialised? If so, what would be the most appropriate way to do so?

Readings

Reynolds, H, Why Weren’t We Told, 1999 (Chapter 12)
Blaskett, B, ‘The Level of Violence’, in S Janson & S Macintyre (eds), Through White Eyes, 1990: 77-95
Mattingley, C, & K Hampton (eds), Survival in Our Own Land, 1998 (Chapter 5)

Further readings

Readings on genocide and settler colonialism including Hirst, Docker

Austen, T, A Cry in the Wind, 1998
Cannon, M, Black Land, White Land, 1993 (republished version of Who Killed the Koories)
Elder, B, Blood on the Wattle, 1999

Fels, E, Good Men and True, 1988

Foster, R, R Hosking & A Nettlebeck, Fatal Collisions: The South Australian Frontier and the violence of memory, 2001


Grattan, M (ed), Reconciliation: Essays on Australian Reconciliation, 2000

Jenkin, G, Conquest of the Ngarrindjeri, 1979

Loos, N, Invasion and Resistance, 1982

Morris, B, ‘Frontier Colonialism as a Culture of Terror’, in B Attwood & J Arnold (eds), Power, Knowledge and Aborigines, 1992: 72-87

Mudrooroo, The Indigenous Literature of Australia, 1997 (Chapter 7)

Reynolds, H, Why Weren’t We Told, 1999

Reynolds, H, Fate of a Free People, 1995

Reynolds, H, The Other Side of the Frontier, 1981

Reynolds, H, This Whispering in Our Hearts, 1998


Rose, D, Hidden Histories, 1991

Shoemaker, A, Black Words White Page, 1992 (Chapter 6)

6 Lecture Eleven: Missionary Positions
Lecture Twelve: State Control

Tutorial E. Missions and Reserves. Were missions and reserves ‘total’ institutions or sites of political and cultural resistance? Were missionaries a prong of the colonising state or an adversary? How and why was missionary control replaced by government control?

Readings

Goodall, H, ‘Cryin’ Out for Land Rights’, in V Burgmann & J Lee (eds), Staining the Wattle, 1988

Rowse, T, After Mabo, 1993 (Chapter 2: ‘Lives in Custody’)


Further readings

There are a large number of histories written about specific missions; see also H Goodall, A Haebich, J Miller and J Harris' works listed in general readings at the front of this guide. The Aboriginal-authored biographies will all provide an insight into experiences of mission and reserve life.

Attwood, B, The Making of the Aborigines, 1989
Barwick, D, Rebellion at Coranderrk, Aboriginal History Monograph 5, Canberra, 1998
Broome, R, Aboriginal Australians, 1982 (Chapter 7)
Brock, P, Outback Ghettos, 1993
Choo, C, 'The role of the Catholic missionaries at Beagle Bay in the removal of Aboriginal children from their families in the Kimberley region from the 1890s', Aboriginal History, vol.21, 1997: 14-29
Haebich, A, Broken Circles, 2000 (on child removal policies)
Henson, B, A Straight-out Man: F W Albrecht and the Central Australian Aborigines, 1992
Huggins, J, & T Blake, 'Protection or Persecution?', in K Saunders & R Evans (eds), Gender Relations in Australia: Domination and Negotiation, 1992: 42-58
Jenkin, G, Conquest of the Ngarrindjeri, 1979
McGregor, R, Imagined Destinies, 1997 (Chapter 2)
Markus, A, 'Under the Act', in B Gammage & P Spearitt (eds), Australians 1938, 1987
Mattingley, C & K Hampton, Survival in Our Own Land (entries on individual missions SA)
Morris, B, Domesticating resistance, 1989

Pepper, P & T de Araugo, You Are What You Make Yourself To Be, 1980

Pybus, C, Community of Thieves, 1991

Read, P, A Hundred Years War, 1988

Rowley, C D, Outcasts in White Australia, 1970


Swain, T, & D Rose (eds), Aboriginal Australians and Christian Missions, 1989

7 Lecture Thirteen: Political Rights and Resistance
    (Guest Lecturer John Maynard)

Lecture Fourteen: 1967 Referendum

HAND IN PRIMARY SOURCE ANALYSIS 29 August

Tutorial F. Class, Race and Rights. What rights have Aboriginal people sought to achieve through political organization and activism? What is the relationship between the class (socio-economic) status of Aboriginal people and civil rights or land rights demands in this history? Do you agree with McGregor's argument that the Aboriginal rights platform has been assimilationist?

Readings

McGregor, R, 'Protest and Progress: Aboriginal Activism in the 1930s', Australian Historical Studies, No.101, October 1993, 555-68


Further reading

Attwood, B & A Markus, 'Introduction', The Struggle for Aboriginal Rights, 1999

Bandler, F & L Fox (eds), The Time was Ripe: The Story of the Aboriginal-Australian Fellowship 1956-69, 1983


Horner, J, Bill Ferguson, 1994 (first ed 1974)

Haskins, V, "Lovable Natives and Tribal Sisters": Feminism, Maternalism and the Campaign for Aboriginal Citizenship in New South Wales in the Late 1930s', Hecate, 1998, vol.14, no.2: 8-21

Holland, A, 'Feminism, Colonialism and Aboriginal Workers: An Anti-Slavery Crusade', in A McGrath & K Saunders, Aboriginal Workers: Labour History, no.69, 1995: 52-64


Lippman, L, Generations of Resistance, 1994

Markus, A, Blood from a stone, 1988

Martinez, J, 'Problematising Aboriginal nationalism', Aboriginal History, vol.21, 1997: 133-147

Paisley, F, Loving Protection? 2000

Petersen, N & W Sanders (eds), Citizenship and Indigenous Australians, 1998


8 Lecture Fifteen: The White Woman's Burden
Lecture Sixteen: Marriages of (in)convenience

Tutorial G. Gender I : Goodfella Missus. What has been the nature of personal relationships between white and Aboriginal women? What factors have shaped the ways in which the two groups of women relate to each other? What roles were each group assigned and how might these have been challenged? Why did the 'goodfella missus' legend emerge and how does it relate to processes of colonisation?

Readings

West, E, 'White Women in Colonial Australia', Refractory Girl, nos.13-14, March 1977:54-59

Tonkinson, M, 'Sisterhood or Aboriginal Servitude?', Aboriginal History, vol.12, no.1, 1988: 27-39


Further readings

Many of the Aboriginal-authored biographies discuss relationships with white women. See also:

Barwick, D, 'And the Lubras are Ladies Now', in F Gale, Women's Role in Aboriginal Society, 1978: 51-63


Godden, J, 'A new look at pioneer women', Hecate 5:2, 1979

Goodall, H, & J Huggins, 'Aboriginal Women are Everywhere', in K Saunders & R Evans (eds), Gender Relations in Australia: Domination and Negotiation, 1992: 398-424


Haskins, V, 'On the Doorstep: Aboriginal Domestic Service as a 'Contact Zone'', Australian Feminist Studies, vol.16, no.34, 2001

Huggins, J, K Saunders, & I Tarrago, 'Reconciling Our Mothers' Lives', in J Docker & G Fischer (eds), Race, Colour & Identity, 2000

Huggins, J, 'Wedmedi - If Only You Knew', in J Huggins, Sister girl, 1999


Hunt, S, Spinifex and Hessian, 1986

Jolly, M, 'Colonizing women: The maternal body and empire', in S Gunew & A Yeatman (eds), Feminism and the politics of difference, 1993: 103-127


Lake, M, 'Frontier Feminism and the Marauding White Man', Journal of Australian Studies 49


Nettlebeck, A, "Seeking the spread the truth": Christina Smith and the South Australian Frontier', Australian Feminist Studies, vol.16, no.34, 2001
Lecture Eighteen: Born in the Cattle

Lecture Nineteen: Black Diggers Freedom Fighters

Tutorial H. Gender II: War and masculinity. Why were there attempts to exclude Aboriginal people from enlisting in the Australian army? How did participation in world wars effect race relations between Aboriginal and white people? To what extent were these changes influenced by ideas about masculinity, class, and war? Did war help to define Aboriginal 'manhood'?

Readings

Hall, R, The Black Diggers, 1987 (Chapter 2)
Hall, R, Fighters from the Fringe, 1995 (Chapter 2)
Read, J, & P Coppin, Kangkushot, 1999: 44-56

Further readings

Ball, D (ed), Aborigines in the Defence of Australia, 1991
Brown, M, The Black Eureka, 1976
Bunbury, Bill, It's not the money, it's the land: Aboriginal stockmen and the equal wages case, 2002
Hall, R, The Black Diggers, 1987
Hall, R, Fighters from the Fringe, 1995
Holland, Alison, 'Feminism, Colonialism and Aboriginal Workers: An Anti-Slavery Crusade', in Labour History: Aboriginal Workers, No.69, 1995: 52-64

Horner, J, Bill Ferguson: Fighter for Aboriginal Freedom, 1994

Huggerson, D, 'Aborigines and the aftermath of the Great War', Australian Aboriginal Studies, no.1, 1993: 2-9

Jackomos, A, Forgotten Heroes: Aborigines at War from the Somme to Vietnam, 1993

Kartinyeri, D, Ngarrindjeri Anzacs, 1996

Laughton, K, Not quite men, no longer boys, 1999

McGrath, Ann, Born in the Cattle: Aborigines in Cattle Country, 1987

Mandle, W F, Going it Alone, 1978 (Chapter 8)

Moran, R, Icon of the North: The Legend of Tom Gray, 1995

Pepper, P, & T de Araugo, You Are What You Make Yourself to Be, 1980 (Chapter 7)

Shaw, B (ed), When the Dust Come in Between, 1992 (Chapter 9)


Wilson, J, 'The Pilbara Aboriginal Social Movement: An outline of its Background and Significance', in R M & C H Berndt (eds), Aborigines of the West, 1980: 151-167

10 Lecture Twenty: Art History (Guest Lecturer Djon Mundine)

Lecture Twenty-One: Babakiueria and Nice Coloured Girls

Tutorial I. Indigenous Representations. Are paintings and other artworks more powerful and appropriate than writing as media for Aboriginal historians? Why? What kinds of histories of the colonial encounter have been recorded by Aboriginal artists? Are there common elements in this representation?

Readings

Mundine, D, 'Negotiating Co-existence', in M Grattan (ed), Reconciliation: essays on Australian reconciliation, 2000: 191-194

Sayers, A, Aboriginal Artists of the Nineteenth Century, 1994 (Chapter 2)

Dennis, L, The Art of Storytelling, 1999 (exhibition catalogue)

Black, L, J Huggins, & L King-Smith, White Apron – Black Hands, 1994 (exhibition catalogue): 4,7,12

Laurie, V, 'The drover's girl', Weekend Australian (Review), 8-9/5/99: 2-3


Further readings

There is often coverage in the media of Aboriginal art. You can also look through art journals and magazines, and visit galleries.

Amadio, N, Albert Namatjira, 1986

Art Gallery of NSW, My Story, My Country: Aboriginal Art and the Land, 1992

Bardon, G, Papunya Tula, 1991


Foley, F, & D Mundine, Tyerabarrbowaryaou: I shall never become a white man, 1992 (exhibition catalogue)

Keringke Arts, Keringke: Contemporary Eastern Arrernte Art, 1999

Kleinert, S & M Neale (eds), The Oxford Companion to Aboriginal Art and Culture, 2000

Langton, M, 'Well, I heard it on the Radio and I saw it on the Television', 1993 (on Aboriginal film-making and respresentation)

Michaels, E, Bad Aboriginal Art, 1994

Morphy, H, Aboriginal Art, 1998

Mudrooroo, Us Mob, 1995 (Chapter 10)

Mundine, D, & J Rudder, The Native Born, 2000 (Essay 'The Native Born')

Sayers, A, Aboriginal Artists of the Nineteenth Century, 1994

Taylor, L, Painting the Land Story, 1999

Warlukurlangu Artists, Yuendumu Doors, 1987

11 Lecture Twenty-Two: One Bright Spot
Lecture Twenty-Three: Lousy Little Sixpence

Tutorial J: Essay Workshop. No set readings. Use this semester to give a short précis of your research essay and share ideas and issues with the group. Your essay is due immediately after the break.

13 Lecture Twenty-Three. Assimilation: Culture as Performance
LectureTwenty-Four: History in the Museum.
HAND IN RESEARCH ESSAY 17 September 2002.

Tutorial K. Whose History? What are some of the major issues and problems in studying/writing the histories of colonial encounters and relationships in Australia? Refer to what you have learnt in the process of studying this topic, as well as the readings for this week.

Readings


Council for Aboriginal reconciliation, Addressing the Key Issues for Reconciliation, Australian Government Printing Service, Canberra, 1993 (Key Issue 4: Sharing Histories)

Clendinnen, I, True Stories: Boyer Lectures 1999, ABC Books, Sydney, 1999 (Chapter 1)


Smith, Linda Tuhiwai, Chapter 1, Decolonising Methodologies, 1999, extract: 28-37

Further Readings

Readings listed under 'Historiography'.

Also, further readings from the first tutorial

14. Lecture Twenty-Five: Maps & Dreams, Myths and Histories
Lecture Twenty-Six: Class Test

Tutorial L. Wrap Up and Feed Back. We'll hand back the essays and talk about what worked and what could be done differently.