



Faculty of Education and Arts
School of Humanities & Social Science

<http://www.newcastle.edu.au/school/hss/>

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HIST1051

The Australian Experience

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Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 03/02/2010

Course Overview

Course Coordinator: Dr Claire Lowrie

Semester: Semester 1 - 2010

Unit Weighting: 10

Teaching Methods: Lecture & Tutorial

Brief Course Description

This course provides an introduction to Australian history and to the study of history at the tertiary level. It treats the development of Australian society from the arrival of Aboriginal peoples on the continent to the present, including the development of democratic institutions and the influence of geography; and introduces the skills and approaches employed in the study of the Australian past.

Contact Hours

Lecture for 2 Hours per Week for the Full Term

Tutorial for 1 Hour per Week for the Full Term

Tutorials commence in Week 2

Learning Materials/Texts

See pages 14-16

Course Objectives

Upon completion of this course, students will be expected to "think historically", including an ability to:

1. Demonstrate an understanding of major aspects of the history of Australia.
2. Read primary and secondary texts critically and show an awareness of the contested nature of historical representation and the ability to engage in historical debates in tutorial discussions and in written assignments.
3. Reflect on Australia's history, especially with regard to the ways in which Australians have reacted to their natural and social environments and the relationship of the past to the present in tutorial discussions and written assignments.
4. Conduct basic research and express clear and informed arguments, orally in the tutorials and in writing the assessments.

Course Content

This course will focus on histories of Australia from the arrival of Aboriginal peoples to the present. Specific periods studied may vary from year to year. It will also treat the skills used by historians in the practice of their craft. Topics will include some or all of the following:

1. Origins of Indigenous Australians
2. Traditional Aboriginal society
3. Background to the British colonisation of Australia
4. Convictism
5. Relations between Indigenous and Non Indigenous Australians
6. The Development of European Australian land use, economy and political system and cultures of food, clothing and the arts
7. Australia's Involvement in War in the Twentieth Century
8. Cultural Changes of the Twentieth Century including Americanisation and new Australian nationalism
9. Land Rights, the Stolen Generation and Reconciliation
10. The Impact of Australian Geography on its residents
11. The Development of Democratic Institutions

Assessment Items

Examination: Class	In class test, 15%
Essays / Written Assignments	Written assignments and exercises, totalling 3,500 words, 85%

Assumed Knowledge

Nil

Callaghan Campus Timetable**HIST1051****The Australian Experience**

Enquiries: School of Humanities and Social Science

Semester 1 – 2010

Lecture	Wednesday	13:00 - 15:00	[GH-Aud]	Wks 1-13 only
and Tutorial	Wednesday	15:00 - 16:00	[GP324]	Commences Wk 2
Or	Wednesday	15:00 - 16:00	[W238]	Commences Wk 2
Or	Wednesday	16:00 - 17:00	[HA116]	Commences Wk 2
Or	Wednesday	17:00 - 18:00	[W243]	Commences Wk 2
Or	Wednesday	17:00 - 18:00	[HA64]	Commences Wk 2
Or	Wednesday	18:00 - 19:00	[HA122]	Commences Wk 2
Or	Thursday	9:00 - 10:00	[GP130]	Commences Wk 2
Or	Thursday	10:00 - 11:00	[GP320]	Commences Wk 2
Or	Thursday	11:00 - 12:00	[MCLG44]	Commences Wk 2
Or	Thursday	17:00 - 18:00	[HA110]	Commences Wk 2
Or	Tuesday	11:00 - 12:00	[RW224]	Commences Wk 2
Or	Friday	15:00 - 16:00	[GP322]	Commences Wk 2
Or	Friday	16:00 - 17:00	[MCLG59]	Commences Wk 2
Or	Wednesday	15:00 - 16:00	[V25]	Commences Wk 2
Or	Wednesday	10:00 - 11:00	[MCLG59]	Commences Wk 2
Or	Wednesday	11:00 - 12:00	[GP318]	Commences Wk 2
Or	Wednesday	16:00 - 17:00	[GP320]	Commences Wk 2
Or	Wednesday	10:00 - 11:00	[GP322]	Commences Wk 2
Or	Thursday	15:00 - 16:00	[HA68]	Commences Wk 2
Or	Tuesday	10:00 - 11:00	[RW224]	Commences Wk 2
Or	Wednesday	11:00 - 12:00	[MCG28C]	Commences Wk 2
Or	Thursday	12:00 - 13:00	[GP130]	Commences Wk 2
Or	Wednesday	18:00 - 19:00	[MCLG56]	Commences Wk 2
Or	Tuesday	9:00 - 10:00	[GP320]	Commences Wk 2
Or	Tuesday	10:00 - 11:00	[GP218]	Commences Wk 2

IMPORTANT UNIVERSITY INFORMATION**ACADEMIC INTEGRITY**

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

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

- a) falsification of data;
- b) using a substitute person to undertake, in full or part, an examination or other assessment

item;

- c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

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

- a) copying or paraphrasing material from any source without due acknowledgment;
- b) using another person's ideas without due acknowledgment;
- c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

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

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at:

<http://www.newcastle.edu.au/policylibrary/000769.html>

MARKS AND GRADES RELEASED DURING TERM

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

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

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

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

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

<http://www.newcastle.edu.au/policylibrary/000641.html>

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

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

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

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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

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

CHANGING YOUR ENROLMENT

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

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

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

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

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

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentsupport/

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

<p>Callaghan Campus Shortland Hub: Level 3, Shortland Building Hunter Hub: Level 2, Student Services Centre</p> <p>City Precinct City Hub & Information Common, University House</p> <p>Central Coast Campus (Ourimbah) Student Hub: Opposite the Main Cafeteria</p>	<p>Port Macquarie students contact your program officer or EnquiryCentre@newcastle.edu.au Phone 4921 5000</p> <p>Singapore students contact your PSB Program Executive</p>
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OTHER CONTACT INFORMATION

<p>Faculty Websites www.newcastle.edu.au/faculty/business-law/ www.newcastle.edu.au/faculty/education-arts/ www.newcastle.edu.au/faculty/engineering/ www.newcastle.edu.au/faculty/health/ www.newcastle.edu.au/faculty/science-it/</p> <p>Rules Governing Undergraduate Academic Awards www.newcastle.edu.au/policylibrary/000311.html</p> <p>Rules Governing Postgraduate Academic Awards www.newcastle.edu.au/policylibrary/000306.html</p> <p>Rules Governing Professional Doctorate Awards www.newcastle.edu.au/policylibrary/000580.html</p> <p>General enquiries Callaghan, City and Port Macquarie Phone: 02 4921 5000 Email: EnquiryCentre@newcastle.edu.au</p> <p>Ourimbah Phone: 02 4348 4030 Email: EnquiryCentre@newcastle.edu.au</p>	<p>Dean of Students Office The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature. http://www.newcastle.edu.au/service/dean-of-students/ Phone:02 4921 5806 Fax: 02 4921 7151 Email: Dean-of-Students@newcastle.edu.au</p> <p>University Complaints Managers Office The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour. http://www.newcastle.edu.au/service/complaints/ Phone:02 4921 5806 Fax: 02 4921 7151 Email: Complaints@newcastle.edu.au</p> <p>Campus Care The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour. http://www.newcastle.edu.au/service/campus-care/ Phone:02 4921 8600 Fax: 02 4921 7151 Email: campuscare@newcastle.edu.au</p>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with

Head of School approval. Students will be notified in advance of the change.

----- *End of CTS Entry* -----

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - <http://www.newcastle.edu.au/study/enrolment/regdates.html>

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

Studentmail and Blackboard: Refer - 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.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

The Australian Experience

Lectures, Tutorials and Due Dates - Overview

<u>Week</u>	<u>Week Begins</u>	<u>Lectures</u>	<u>Tutorials</u>
1	1 March	<ul style="list-style-type: none"> ❖ Course Introduction ❖ What is History? 	<i>No tutorial: Register for a tutorial online</i>
2	8 March	<ul style="list-style-type: none"> ❖ Aboriginal Australia ❖ Dispossession & Possession 	A. What is history?
3	15 March	<ul style="list-style-type: none"> ❖ The Convict Stain ❖ Floating Brothels 	B. From the beginning: Possession and belonging
4	22 March	<ul style="list-style-type: none"> ❖ Frontiers & violence in settler societies 	C. Black armbands, white blindfolds, and unwritten histories
5	29 March	<ul style="list-style-type: none"> ❖ "Eureka!", bushranging & the construction of an Australian identity 	D. An edgier history of gold: Chinese and women's rights ESSAY 1: DUE THURS 1 APRIL
Semester 1 Recess Friday April 2 - Friday April 9			
6	12 April	<ul style="list-style-type: none"> ❖ Federation ❖ Empire's Call: ANZAC 	E. Essay writing & research workshop
7	19 April	<ul style="list-style-type: none"> ❖ "Turing the Map Upside Down" ❖ Using the Library 	F. Asian and Aboriginal encounters up-north
8	26 April	<ul style="list-style-type: none"> ❖ The Depression Years ❖ Aboriginal Policy 	G. Aboriginal policy: family histories and national history
9	3 May	<ul style="list-style-type: none"> ❖ World War II: When War Came to Australia 	H. Women and WWII
10	10 May	<ul style="list-style-type: none"> ❖ "Populate or Perish": A Short History of Immigration 	I. Multicultural present, multicultural past?
11	17 May	<ul style="list-style-type: none"> ❖ Australia from the 1960s to the 1980s 	J. Beach culture & national identity in Australia ESSAY 2: DUE MON 17 MAY
12	24 May	<ul style="list-style-type: none"> ❖ On the Beach 	K. The past in the present, and the present in the future...
13	31 May	<ul style="list-style-type: none"> ❖ Course Wrap-Up 	<i>No formal tutorial this week.</i> CLASS TEST: WED 2 JUNE

Themes and approach

This course examines the broad sweep of Australian culture and society through the lens of the historian. A key focus is upon the many different and contested stories that make up our understanding of the national past, the intention being to convey its multi-layered texture.

Assessment (see pp. 10-14 for details)

Essay 1: Reading & Writing Task	1000-1500 words	35%	1 April
Essay 2: Research Essay	2000 words	50%	17 May
Class test		15%	2 June

Lectures and tutorials

Attendance at both lectures and tutorials is essential for gaining an overall understanding of the course. **Lectures** will be recorded via **Lectopia**. These lectures will be available for streaming (but not downloading) on the blackboard site. **Powerpoint slides** from the lectures will be available on blackboard. Lecture notes are not provided. Although lecture and tutorial attendance is not compulsory, your tutor will record tutorial attendance for record-keeping purposes. Your grasp of lecture content will be examined via a class test in week 12. A understanding of lecture & tutorial content will be necessary for Essay 1 & Essay 2.

In preparation for your weekly **tutorials** you are expected to read the essential readings each week and to contribute to class discussion. Tutorials are one of the most rewarding learning experiences at university. However, if you do not prepare for the tutorial you will have nothing to contribute to discussion and your learning outcomes will be limited.

The essential readings for the tutorials are listed. They have been reproduced in the **Course Reader**, available from Uprint: there will also be a copy of the Reader in the Short Loans section of Auchmuty Library. **You will need a copy of the reader (or access to it) in order to complete Essay 1.** Further readings are also listed. You are not expected to do the further readings, but if you are interested in a topic you are encouraged to read further. You may also find the further readings useful for your research essay, and/or for future reference.

Lectures will be held in the **Great Hall**. This is a very large theatre and you will be one of a large group within it. Students, in order to extract the greatest possible benefit for their studies, are requested to observe a few simple rules out of respect both for the lecturer and for their fellow students.

IMPORTANT - Large Lecture Theatre Etiquette

1. Please be there **on time**. If you are late, enter and be seated quietly.
2. Students are asked **not to leave lectures early**. If you simply have to leave, sit near to the rear exit and leave as quietly as possible.
3. **MOBILE PHONES MUST BE TURNED OFF**. Get into the habit of checking that your mobile is off as soon as you are seated.

Please **do not talk during the lecture**. It is **discourteous to the lecturer** and **distracting for other students**. Students who persistently interrupt will be asked to amend their behaviour or to leave the lecture. There are opportunities to talk in tutorials and via the discussion board accessible in Blackboard.

Explanation of the Assessment Tasks

1) ESSAY ONE: Critical Reading and Writing Task.

Due Date	Thursday April 1. SUBMIT VIA TURNITIN <u>ONLY</u> (by midnight 1 April).
Weighting	35%
Length	1000-1500 words
Instructions	<p>For your first essay, choose one of the tutorial topics from weeks 3-5 (topics B-D) and answer the focus question in essay style. Your essay should have a clear introduction, body and conclusion. This is not a research essay; you only need to read the essential readings provided in the course reader. You must use <u>all</u> of the essential readings in your essay.</p> <p>The essay should include footnotes and an annotated bibliography. For the annotated bibliography, use the full bibliographic details as a heading for each source, followed by a short paragraph (3-5 sentences) indicating what the source was about, the types of evidence used and how it helped you to answer the question. The annotations will be counted in the word length. The footnotes and bibliography should follow the style outlined in the 'How to Write a History Essay' guide (Chicago Style) (pp.4-7) which is located at the back of this course guide.</p>
Purpose	This exercise will develop your skills in essay writing, active reading, critical analysis and referencing . As it draws on the tutorial programme, this task will get you accustomed to reading for tutorials and contributing to class discussion .

Essay One Topics

Option 1

Tutorial B. From the beginning: Possession and Belonging.

Focus Question: Outline the process by which the British Crown took possession of the continent. What problems and issues surround that process? Was (is) the British claim valid?

Essential reading

Robertson, J, *The Captain Cook Myth* London, Angus & Robertson, 1981, pp.55-67

D Day, *Claiming a Continent*, Australia: Harper Collins, 2000, pp.21-32

D B Rose, *Nourishing Terrains*, Canberra: Australian Heritage Commission, 1996, pp.35-47

D B Rose, *Dingo Makes Us Human: Life and Land in an Australian Aboriginal Culture*, Cambridge University Press, Cambridge, 2000, pp.186-202

Option 2

Tutorial C. Black armbands, white blindfolds, and unwritten histories.

Focus Question: What was most significant in the dispossession of the Aboriginal people in Australia between 1788 and 1840 – disease or violence? Discuss and comment upon the argument between historians on this question.

Essential reading

D Roberts, 'Bells Falls Massacre and Bathurst's History of Violence: Local Tradition and Australian Historiography', *Australian Historical Studies* 26, no.105 (Oct 1995): 615-33

- K Windschuttle, 'Doctored Evidence and Invented Incidents in Aboriginal Historiography', in *Frontier Conflict: The Australian Experience*, ed. B Attwood & S Foster (Canberra: NMA 2003), 99-112.
- J Boyce, 'Ignorance or Deceit? Keith Windschuttle's Fabrication of Aboriginal History', in *Rethinking Colonial Histories: New and Alternative Approaches*, eds. Penelope Edmonds & Samuel Furphy (Melbourne: Melbourne University History Dept, 2006), 7-31

Option 3

Tutorial D. An edgier history of gold: Chinese and women's rights.

Focus Question: How do the stories told by Andrew Messner and Christina Twomey change our understanding of the gold rushes and our understanding of the impact of the gold rushes on the future development of Australian society and politics?

Essential reading

- D Goodman, 'Making an Edgier History of Gold', in *Gold: Forgotten Histories and Lost Objects of Australia*, ed I McCalman, A Cook & A Reeves (Cambridge: Cambridge University Press, 2001), 23-36
- A Messner, 'Popular Constitutionalism and Chinese Protest on the Victorian Goldfields', *Journal of Australian Colonial History*, 2, no.2 (October 2000): 63-78
- C Twomey, "Without Natural Protectors': Responses to Wife Desertion in Gold-Rush Victoria', *Australian Historical Studies*, 28, no.108 (April 1997): 22-46

Criteria for assessment of Essay 1:

Criteria	Mark
A. Answers the focus question	9
B. Develops a clear argument	9
C. Demonstrates an understanding of the essential readings	5
D. Well structured (clear intro, body, conclusion)	4
E. Ability to write clearly (spelling, punctuation, grammar)	2
F. Correct form for bibliographic details & relevant annotations	4
G. Footnotes	2
Total.	35

NB. A satisfactory standard will attain exactly half of the total mark for each, with higher marks being awarded for higher quality work.

2) ESSAY TWO: Research Essay

Due Date	Monday 17 May. SUBMIT VIA TURNITIN ONLY (by midnight 17 May).
Weighting	50%
Length	2000 words
Instructions	Choose a topic from the list provided below and answer the question in essay style. This <i>is</i> a research essay. A minimum of eight scholarly books and/or journal articles must be consulted. No more than three of the eight readings can be taken from the course reader (ie. the essential readings). You must find & consult at least two journal articles. You may use websites and documentaries in addition to the eight books and journal

	<p>articles.</p> <p>You must include footnotes and an annotated bibliography. A minimum of six sources must be annotated. The annotated bibliography should include the full bibliographic details as a heading for each source, followed by a short paragraph (3-6 sentences) indicating what the source was about, the types of evidence used and how it helped you to answer the question. The annotations will be counted in the word length. The footnotes and bibliography should follow the style outlined in the 'How to Write a History Essay' guide (Chicago style) (pp.4-7) which is located at the back of this course guide.</p>
Purpose	<p>This exercise will test your skills in research, essay writing, critical analysis and referencing. As the essay questions draw on lecture and tutorial content, a broad understanding of the topics in this course will be an advantage in this task.</p>

Essay 2 Topics

1. From the nineteenth century up until today, Australia's relationship with Asia has marked by tension. Do you agree? In your answer consider at least three of the following issues: immigration, racism, labour/workers, cultural exchange, war or foreign policy. (Hint: focus on Australia's relationship with one or more of the following countries: China, Japan and Indonesia.)
2. Compare the economic depression of the 1890s with that of the 1930s. Which had a more significant impact on Australian society? In your answer consider at least three of the following: unemployment rates, homelessness & evictions, labour agitation, politics, culture or national identity (Starting points: Crotty & Roberts, *Turning Points in Australian History*; Macintyre, *A Concise History of Australia*.)
3. Assess the impact of WWI and WWII on Australian society. Which war had a more lasting legacy? In your answer discuss both wars and refer to at least three of the following: trauma & bereavement, national identity, political agitation, women's rights, gender roles or government policy/foreign policy. (Starting points for WWI: Beaumont (ed), *Australia's War 1914-1918*. Hint: for WWII references see the course guide)
4. How and why did the state government(s) remove Aboriginal children from their families and communities? In your answer compare Aboriginal-authored accounts of this with non-Aboriginal accounts, and comment on any differences you note between them. (Hint: You may focus on one particular state if you wish.)
5. To what extent does the history of the tropical north challenge traditional interpretations of Australian history? In your answer consider the history of non-Indigenous contact, Asian-Aboriginal relationships and the make-up of the workforce in northern Australia. (Hint: You may like to focus on one or more of the following sites: Darwin, Broome, Thursday Island, Cairns or Mackay.)
6. The 'Australian Way of Life' which emerged in the 1950s was based on conformity, conservatism and consumerism. Do you agree? In your answer discuss these three elements in Australian society and comment on how the 1950s was different to

previous eras. (Hint: Think about politics, foreign policy & society. You may like to consider women, migrants & white middle-class families.)

7. The 1970s feminist movement was far more radical than the 1890s feminist movement. Assess this claim. In your answer compare and contrast the ideology, aims and gains of first and second wave feminism in Australia. (Starting point: Grimshaw *et al*, *Creating a Nation*. Hint: consider the social context in which the movements emerged.)
8. To what extent did the mass immigration policy of the post-war years bring an end to white Australia? In your answer critically evaluate the changes to government policy from 1945 to the 1970s and discuss social attitudes within Australia. (Starting point: Elder 'Immigration History' in Lyons & Russel *Australia's History*)
9. During the course of the 20th century, the beach took over from the bush as the most visible site of national identity. This resulted in a more inclusive and harmonious Australian society. Do you agree? In you answer, refer to Australian attitudes towards both the bush and the beach and comment on how beach-going has changed over the years. (Starting point for the bush: White, *Inventing Australia*. Hint: Define national identity.)
10. The 1960s, 1970s and 1980s were a time of social and political change in Australia. Outline the emergence of at least two social movements in this period and assess their long term impact on the Australian political and social scene. You may choose to consider second wave feminism, sexual liberation, gay rights, Aboriginal rights (black power), or environmentalism. (Starting point: Gare & Ritter, *Making Australian History*)

Criteria for assessment of Essay 2:

Criteria	Mark
A. Answers the essay question	10
B. Develops a coherent argument	10
C. Thoroughly researched (8 sources at a minimum)	9
D. Demonstrates creativity and originality*	3
E. Well structured (clear intro, body, conclusion)	4
F. Ability to write clearly (spelling, punctuation, grammar)	4
G. Critical annotations (6 sources must be annotated)	6
H. Correct form for bibliographic details & footnotes	4
Total.	50

NB. A satisfactory standard will attain exactly half of the total mark for each, with higher marks being awarded for higher quality work. *Originality refers to not just creative thinking but, more importantly, use of your own words and your own argument (rather than just summarising other people's work, and cut-and-pasting slabs of other people's arguments).

3) CLASS TEST: Reflective Essay

Date	Wed 2 June SUBMIT VIA TURNITIN <u>ONLY</u> (by midnight 2 June).
Weighting	15%
Length	500 words

Instructions	This is a <u>take-home test</u> which will draw on lecture content from week 1 to week 12 . For this task you will be required to write a short reflective essay. You will have a choice of two questions . The test will be distributed in the lecture in week 11 and will be uploaded to blackboard after the lecture. The last lecture on the 2nd of June (week 13) will finish an hour early so that you can complete the test in lecture time. You are <u>not required</u> to use footnotes in this essay. You <u>do not</u> need to include a bibliography. The test is worth 15% of your total mark but is <u>not compulsory</u> . If you miss the class test you will need a doctor's certificate, or other supporting documentation, to sit it on another day.
Purpose	The purpose of the test is to assess your basic knowledge acquisition and retention as well as your grasp of the course's themes overall.

Reading for *The Australian Experience*

BOOKS

All of the books described below are available in **short loan (SL)** or **three day loan (3day)**.

General histories of Australia provide an overall framework of Australian history. It is strongly recommended that you purchase or borrow on of the following:

- *Blainey, Geoffrey, *A Shorter History of Australia*, Heinemann, 1994
- *Cathcart, Michael (ed), *Manning Clark's History of Australia: Abridged from the Six-Volume Classic*, Penguin, 1995 (a very readable version of this classic work)
- *Day, David, *Claiming a Continent*, Angus & Robertson, 1996, or the revised edition, 2001
- *Grimshaw, Patricia, Marilyn Lake, Ann McGrath & Marian Quartly, *Creating a Nation*, Penguin, 1994 (now out of print but for a version highlighting women's experiences in Australian history try the library or secondhand shops)
- *Lines, William J, *Taming the Great South Land*, 1991 (excellent environmental perspective on Australian history, recently reprinted)
- *Macintyre, Stuart, *A Concise History of Australia*, Cambridge University Press, 1999

The **textbooks** listed below have been specifically prepared for first-year Australian history students, providing a selection of readings and introductions to the readings that you will find useful:

- Carter, David, *Dispossession, Dreams & Diversity: Issues in Australian Studies* (2006)
- Elder, Catriona, *Being Australian: Narratives of National Identity* (Crows Nest: Allen & Unwin, 2007).
- Gare, Deborah & David Ritter (eds), *Making Australian History* (Victoria: Thomson, 2008).

More advanced texts will be of particular interest to those who think they may continue studying history, or want a deeper knowledge of Australian history. These include:

- Denoon, D, P Mein-Smith and M Wyndham, *A History of Australia, New Zealand and the Pacific*, 2000
- Lyons, M & P Russell eds, *Australia's History: themes and debates* Sydney: UNSW Press, 2005
- Oxford History of Australia* in five volumes: Tim Murray, Vol. I *Aboriginal Australia*; Jan Kociumbas, Vol. II, *Possessions, 1781 - 1860*; Beverley Kingston, Vol. III, *Glad, Confident Morning, 1860 - 1900*; Stuart Macintyre, Vol. IV, *The Succeeding Age, 1901 - 1942*; Geoffrey Bolton, Vol. V, *The Middle Way, 1942 - 1988*.

Some of you will be considering a teaching career, and you will find the following books may be of particular interest in thinking about **how to teach national history to children**:

Clark, A, *History's children: History wars in the classroom* (Sydney: UNSW, 2008)

Loewen, J W, *Lies my teacher told me: Everything your American History textbook got wrong* (New York: New Press, 1995)

Ferro, M, *The Use and Abuse of History: Or how the past is taught to children* (Routledge: London, 1984)

Reference guides and historical dictionaries can be extremely useful for pointing you in the direction of further readings and key issues, as well as dates, events and names. The *Oxford Companion to Australian History* can be accessed online, via the library website.

JOURNALS

Journals are very useful sources for the most recent research and have short articles and book reviews you will find helpful for your essays. The most useful for this topic are:

Australian Historical Studies

Journal of Australian Colonial History

Journal of Australian Studies

Aboriginal History

Australian Feminist Studies

Hecate

Labour History

Push from the Bush (to 1988)

INTERNET

Be careful of what you collect on the Internet as information put out on the net is notoriously unreliable. Nonetheless, it can be useful for directing you to the location of other resources. Some useful sites are:

World Wide Web Virtual Library - Australia

<http://www.api-network.com/vl/>

National Library of Australia 'Electronic Australiana' links

<http://www.nla.gov.au>

Australian History on the Internet

<http://www.nla.gov.au/oz/histsite.html>

The People's Voice (community histories - a Federation Centenary project)

<http://www.peoplesvoice.gov.au/>

Mura - online catalogue for Australian Institute of Aboriginal and Torres Strait Islander Studies

<http://unicorn.aiatsis.gov.au/index.html>

Newcastle University's Guide to Australian History sources:

<http://www.newcastle.edu.au/services/library/subject/aust-hist/index.html>

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

The First Fleet Homepage

<http://users.qsat.net.au/markw/firstfleet/FirstFleetHomePage.htm>

Historical visual images on the Internet

PICMAN, the Mitchell Library's database of its pictures and manuscript collections:

<http://www.sl.nsw.gov.au/picman>

Images from the National Library of Australia's pictorial collection:

<http://www.pictureaustralia.org/nla.html>

Picture Australia

<http://www.pictureaustralia.gov.au>

Printed collections of primary sources

Most primary sources are in original document form only. For easily accessible sources, see one of the thematically organised collections:

- Allen, M, M Hutchinson & A Mackinnon (eds), *Fresh Evidence, New Witnesses: Finding Women's History*, SAGP, 1989
- Attwood, B, & A Markus, *The Struggle for Aboriginal Rights*, 1999
- Bennett, S (ed), *Federation*, Cassell, 1975
- Connell, R W & T Irving, *Class Structure in Australian History: Documents*, 1980
- Crowley, F (ed), *Documentary History of Australia* (several vols), Wren, 1972-3 **(3day)**
- Ebbels, N (ed), *The Australian Labour Movement 1856-1900*, Australasian Book Society, 1960
- Fitzpatrick, K (ed), *The Australian Explorers*, OUP, 1958
- 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
- Lake, M & K Holmes (eds) *Freedom Bound II: Documents on Women*, 1995 **(3day)**
- Mattingley, C & K Hampton, *Survival in Our Own Land*, Australian Scholarly Publishing, 1998
- Reynolds, H (ed), *Dispossession*, Allen & Unwin, 1989
- Smith, B (ed), *Documents on Art and Taste in Australia, 1770-1914*, OUP, 1975 **(3day)**
- Spenceley, G, *The Depression Decade: Commentary and Documents* **(3day)**
- Yarwood, A T (ed), *Attitudes to Non-European Immigration*, Cassell, 1968 **(3day)**

Tutorial Guide

Tutorials start in Week 2

Tutorial A: What is History? / Tutorial Introduction.

In this tutorial we ask a simple but highly contested question - What is history? We will also discuss the requirements of the course. Finally, we will talk about active reading.

Focus Question

What is history and how does it differ from the past?

Further Questions for Discussion:

- Do historians simply reconstruct the past?
- Why study history?
- Is history necessary?
- What are primary and secondary sources?

Essential reading

Arthur Marwick, 'The Fundamentals of History', *History in Focus: What is History*, issue 2, Autumn, 2001, <http://www.history.ac.uk/ihr/Focus/Whatishistory/index.html>, [8 Feb. 2010]

Further reading

Curthoys, A & J Docker, *Is History Fiction?* Sydney: UNSW Press, 2006

- Curthoys, A, 'We've Just Started Making National Histories, and You Want Us To Stop Already?' in *After the Imperial Turn: Thinking with and through the Nation* ed A Burton, Durham: Duke University Press, 2006, 70-89
- Fletcher, B, 'National History and National Identity in Postcolonial Australia', *Journal of the Royal Australian Historical Society* 83:1
- Green, A & K Troup (eds), *The Houses of History: A critical reader in twentieth-century history and theory*, Manchester University Press, 1999, pp.204-229
- Hudson, W, & G Bolton (eds) *Creating Australia: changing Australian history*, 1999
- Macintyre, S, A Clark, *The History Wars*, MUP, 2003
- Mudrooroo, *Us Mob: History, Culture, Struggle: An Introduction to Indigenous Australia*, Angus & Robertson, Sydney, 2001 (1995), 'Our Histories', pp.175-192

Tutorial B. From the beginning: Possession and Belonging. In this tutorial we're going to consider the non-Indigenous possession of Australia as being neither inevitable nor unavoidable.

Focus Question

Outline the process by which the British Crown took possession of the continent. What problems and issues surround that process? Was (is) the British claim valid?

Further questions for discussion

- Captain Cook is a historical figure of significance in both Indigenous and non-Indigenous understandings of Australian history. Why do you think this is so?
- What does he represent for each understanding?
- Are there any points of similarity between the alternative stories of Captain Cook?

Essential reading

- Robertson, J, *The Captain Cook Myth* London, Angus & Robertson, 1981, pp.55-67
- D Day, *Claiming a Continent*, Australia: Harper Collins, 2000, pp.21-32
- D B Rose, *Nourishing Terrains*, Canberra: Australian Heritage Commission, 1996, pp.35-47
- D B Rose, *Dingo Makes Us Human: Life and Land in an Australian Aboriginal Culture*, Cambridge University Press, Cambridge, 2000, pp.186-202

Further reading

- Berndt, R & C, *The Speaking Land: Myth and Story in Aboriginal Australia*, Rochester: Inner Traditions, 1994
- Blainey, G, *The Tyranny of Distance*, Sun Books, 1983 (SL)
- Bourke, C & E, and B Edwards (eds), *Aboriginal Australia*, UQP, St Lucia, 1994 (SL)
- Clark, Philip, *Where the Ancestors Walked: Australia as an Aboriginal Landscape*, Allen & Unwin, Sydney, 2003 (eBook)
- Connor, Michael, *The Invention of Terra Nullius: Historical and legal Fictions on the Foundation of Australia*, Macleay Press, Sydney, 2005, Ch.11 (3day)
- Craven, E (ed), *Teaching Aboriginal Studies*, Allen & Unwin, Sydney, 1999
- Estensen, M, *Discovery: The Quest for the Great South Land*, 1998 (3day)
- Ferro, M, *The Use and Abuse of History, Or how the past is taught to children*, London: Routledge 2003 (3day)
- Healy, C, 'Captain Cook: Between Black and White', S Kleinert & M Neale (eds), *The Oxford Companion to Aboriginal Art and Culture*, 2000, pp.92-95
- Kolig, E, 'Captain Cook in the Western Kimberleys', in R M & C H Berndt (eds), *Aborigines of the West*, 1980, pp.274-282

- Langton, M, M Tehan, L Palmer and K Shaw (eds), *Honour Among Nations? Treaties and agreements with Indigenous People*, Melbourne University Press, Melbourne, 2004
- Lawlor, R, *Voices of the First Day*, Inner Traditions, Vermont, 1991
- McIntyre, K, *The Secret Discovery of Australia*, 1982 (1977)
- Mackinolty, C, & P Wainburranga, 'Too Many Captain Cooks', in T Swain & D Rose, *Aboriginal Australians and Christian Missions*, 1988, pp.355-36 (SL)
- Martin, G (ed), *The founding of Australia: the argument about Australia's origins*, 1978 (SL)
- Moreton-Robinson, A (ed), *Sovereign Subjects: Indigenous Sovereignty Matters*, Allen & Unwin, Sydney, 2007
- Neumann, K, N Thomas & H Ericksen (eds), *Quicksands: Foundational histories in Australia and Aotearoa New Zealand*, UNSW, 1999 (3day)
- Nugent, M, *Botany Bay: Where histories meet*, Allen & Unwin, Sydney, 2005 (3day)
- Robertson, J, *The Captain Cook Myth*, Angus & Robertson, London, 1981
- Rose, D, 'The Saga of Captain Cook', *Australian Aboriginal Studies* 2, 1984, pp.24-39
- Rose, D B, *Hidden Histories*, 1991 (Chapter 2) (3day)
- Sahlins, M, *How 'Natives' Think: About Captain Cook, for Example*, 1995
- Stanner, W E H, *White Man Got No Dreaming: Essays 1938-1973*, Australian National University Press, Canberra, 1979 (3day)
- Swain, T, *A Place for Strangers: Towards a history of Australian Aboriginal being*, Cambridge University Press, Cambridge, 1993
- Thomas, N, *Possessions: Indigenous Art/Colonial Culture*, Thames & Hudson, London, 1999 (3day)

Tutorial C. Black armbands, white blindfolds, and unwritten histories. Around the 1960s, the standard founding story of a 'peaceful' Australian settlement, accepted since the start of the twentieth century (and the start of Australian nationhood with Federation), was significantly revised. More recently, there have been attempt to re-revise this so-called 'Black Armband' history.

Focus Question

What was most significant in the dispossession of the Aboriginal people in Australia between 1788 and 1840 - disease or violence? Discuss and comment upon the argument between historians on this question.

Further questions for discussion

- 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?
- What kinds of historical evidence and stories are being used?
- Is there any kind of room in this argument for stories like the Bells Falls Gorge massacre?
- Why is it so hard to 'prove' massacres of Aboriginal people, and what does this problem in our historical arena tell us about Australian history and Australian society today?

Essential reading

- D Roberts, 'Bells Falls Massacre and Bathurst's History of Violence: Local Tradition and Australian Historiography', *Australian Historical Studies* 26, no.105 (Oct 1995): 615-33
- K Windschuttle, 'Doctored Evidence and Invented Incidents in Aboriginal Historiography', in *Frontier Conflict: The Australian Experience*, ed. B Attwood & S Foster (Canberra: NMA 2003), 99-112.

J Boyce, 'Ignorance or Deceit? Keith Windschuttle's Fabrication of Aboriginal History', in *Rethinking Colonial Histories: New and Alternative Approaches*, eds. Penelope Edmonds & Samuel Furphy (Melbourne: Melbourne University History Dept, 2006), 7-31

Further 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?') (SL & 3day)
- Bohemia, J, & W McGregor, 'A Massacre on Christmas Creek Station', *Journal of Australian Studies*, no.33, 1999, pp.27-40
- Boyce, J 'Fantasy Island', in *Whitewash: On Keith Windschuttle's Fabrication of Aboriginal History*, ed. R Manne, Melbourne: Schwartz, 2003, 17-78 (SL & 3day)
- Broome, R, 'Aboriginal Victims and Voyagers, Confronting Frontier Myths', *Journal of Australian Studies*, 42, September 1994, pp.70-77
- Blaskett, B, 'The level of violence: Europeans and Aborigines in Port Phillip, 1835-1850', in S Janson & S Macintyre (eds), *Through White Eyes*, Allen & Unwin, Sydney, 1990, pp.77-95
- Clyne, R, 'At war with the natives: From the Coorong to the Rufus, 1841', *Journal of the Historical Society of South Australia*, No.9, 1981, pp.91-110
- Connor, J, *The Australian Frontier Wars 1788-1838*, UNSW, 2002 (SL & 3day)
- Curthoys, A, 'Truth & Fiction in History', *Dissent*, no.13, 2003/2004, pp.29-30
- Elder, B, *Blood on the Wattle*, 1992 (SL & 3day)
- Evans, R & B Thorpe, 'The Massacre of Australian History', *Overland*, no.163, 2001, pp.21-40
- Foster, R, 'The Legend of James Brown', *Australian Historical Studies*, vol.29, no.11, October 1998, pp.210-229
- Foster, R, R Hosking & A Nettlebeck, *Fatal Collisions: The South Australian Frontier and the violence of memory*, 2001
- Grassby, A, & M Hill, *Six Australian Battlefields*, 1988, Chapter 6 ('The Battle of Bathurst')
- Lydon, J, "no moral doubt...': Aboriginal evidence and the Kangaroo Creek poisoning, 1847-1849', *Aboriginal History*, no.20, 1996, pp.151-175
- Macintyre, S & A Clark, *The History Wars*, MUP, 2003 (esp Chapter 8) (Ebook & 3day)
- Manne, R (ed), *Whitewash: On Keith Windschuttle's Fabrication of Aboriginal History*, Schwartz, Melbourne, 2003 (SL, Ebook & 3day)
- Millis, R, *Waterloo Creek*, UNSW, 1994 (SL)
- Morris, B, 'Frontier Colonialism as a Culture of Terror', *Journal of Australian Studies*, 35
- Reynolds, H, *Why weren't we told?* Viking, 1999, pp.169-184 (SL)
- Rose, DB, *Hidden Histories*, 1991 (3day)
- Rundle, G, 'Wounds above the heart', *Arena*, no.67, Oct-Nov 2003, pp.10-18
- Tatz, C, *With Intent to Destroy: Reflecting on Genocide*, Verso, 2003 (3day)
- Vincent, E, & C Land, 'Silenced Voices', *Arena*, no.67, Oct-Nov 2003, pp.19-21
- Windschuttle, K, *The Fabrication of Aboriginal History: Volume One Van Diemen's Land 1803-1847*, Macleay Press, Sydney, 2002 (SL, Ebook & 3day)
- Windschuttle, K, various articles in *Quadrant*: for the key ones see issues for September 2000, October 2000, November 2000, December 2000, September 2001, October 2003

Tutorial D. An edgier history of gold: Chinese and women's rights. David Goodman recently called for recovering a 'sense of the gold rushes as dangerous, edgy events with unpredictable outcomes'.

Focus Question: How do the stories told by Andrew Messner and Christina Twomey change our understanding of the gold rushes and our understanding of the impact of the gold rushes on the future development of Australian society and politics?

Further questions for discussion

- What criticisms does Goodman make of existing histories of the gold rushes?
- Chinese people and white women, as well as Aborigines, were all deemed to need 'protecting' or 'protectors' during the gold rushes.
- What fears do you think this reflected, and what was the similarity (if any) between all three groups?

Essential reading

D Goodman, 'Making an Edgier History of Gold', in *Gold: Forgotten Histories and Lost Objects of Australia*, ed I McCalman, A Cook & A Reeves (Cambridge: Cambridge University Press, 2001), 23-36

A Messner, 'Popular Constitutionalism and Chinese Protest on the Victorian Goldfields', *Journal of Australian Colonial History*, 2, no.2 (October 2000): 63-78

C Twomey, "'Without Natural Protectors': Responses to Wife Desertion in Gold-Rush Victoria', *Australian Historical Studies*, 28, no.108 (April 1997): 22-46

Further reading

Bate, W, *Victorian Gold Rushes*, Penguin, 1988

Blainey, G, *The Rush that Never Ended*, 1978, pp.46-58 (3day)

Cahir, D & I D Clark, "'Why Should They Pay Money to the Queen?" Aboriginal Miners and Land Claims', *Journal of Australian Colonial History*, 10 (2008)

Cronin, K, *Colonial Casualties: Chinese in Early Victoria*, Melbourne University Press, Victoria, 1982, pp.80-100 (3day)

Curthoys, A, and A Markus (eds), *Who Are Our Enemies?* 1978 (3day)

Curthoys, A, 'An Uneasy Conversation', in J Docker & G Fischer (eds), *Race, Colour & Identity in Australia and New Zealand*, 2000, pp.21-36 (SL & Ebook)

Curthoys, A, 'Racism and class in the nineteenth-century immigration debate', in A Markus and M C Ricklefs (eds), *Surrender Australia?*, George Allen & Unwin, Sydney, 1985, pp.94-100 (3day)

Denoon, D, et al, 'Chapter 7: Mining', *A History of Australia, New Zealand and the Pacific* (3day)

Goodman, D, *Gold Seeking: Forgotten Histories*, 1994 (SL)

Healy, C, *From the Ruins of Colonialism*, 1997, pp.133-158

Kirkby, D, *Barmaids* (see index for publicans on goldfields)

Markus, *Fear and Hatred*, 1979 (SL)

McCalman, A Cook & A Reeves (eds), *Gold*, 2001 (see esp Curthoys, Anderson) (SL)

McQueen, H, *A New Britannia*, 1986 (3day)

Quinlan, M, & C Lever-Tracy, 'From labour market exclusion to industrial solidarity: Australian trade union responses to Asian workers 1830-1988', *Cambridge Journal of Economics*, No.14, 1990

Rolls, E, *Sojourners*, Chapters 3-4 (3day)

Ryan, J, 'Chinese Australian History', in W Hudson & G Bolton (eds), *Creating Australia*, pp.71-8 (Ebook & 3day)

Ryan, J, 'She Lives with a Chinaman', *Journal of Australian Studies* 1999

Ryan, J, *Ancestors: Chinese in Colonial Australia* (3day)

Tutorial E. Writing History Essays. This tutorial is an essay and research workshop which is intended to help you prepare for the Essay 2: Research essay (worth 50% of your grade!). Your tutor will outline some of the basic principles of essay writing and will provide you with general feedback on Essay 1. You will have the opportunity to discuss research methods with your class mates and to look closely at footnotes and bibliographies. There is no required reading for this week but you should come to class with an essay question in mind for Essay 2.

Suggested Reading

How to Write a History Essay, School of Humanities and Social Sciences, UON, 2007 (At the back of this guide)

R Marius, & M Page, *A Short Guide to Writing about History* (NY: Longman, 2002), 16-35

Tutorial F. Asian and Aboriginal encounters up-north.

The history of Australia has long been told from the perspective of those Australians living in the south-eastern part of the country. However, in recent years Australian historians have begun to consider the history of northern Australia. The process of what Regina Ganter calls 'turning the map upside down', brings an altogether new perspective to the history of Australia. In this tutorial we consider 'the view from the north'.

Focus Question

How does the history of Australia change when we focus on Asian-Aboriginal relationships?

Further questions for discussion

- What was the nature of the relationship between Chinese and Aboriginal people in Darwin?
- Are there any similarities between Chinese and Aboriginal cultures?
- Were the Chinese colonists?
- Why would the white authorities segregate the Chinese and Aboriginal communities of Darwin?

Essential Reading

P. Edwards and S. Yuanfang, 'Introduction' in Penny Edwards and Shen Yuanfang eds. *Lost in the whitewash*, Canberra: Humanities Research Centre, 2003, pp. 1 - 23.

P. Stephenson, *The Outsiders within: telling Australia's indigenous-Asian story*, Sydney: UNSW Press, 2007, pp. 58-75

Julia Martinez, 'Ethnic Policy and Practice in Darwin', in Regina Ganter, ed., *Mixed Relations*, Crawley: University of Western Australia Press, 2006, pp. 122 - 135.

Further Reading

Anderson, W, *The Cultivation of Whiteness*, Carlton: Melbourne Uni Press, 2002 & 2005

Australia (dvd), Twentieth Century Fox, 2009 (SL)

Carment, D, *Looking at Darwin's past: material evidence of European settlement in tropical Australia*, Darwin: North Australia Research Unit, 1996

Edwards, P & Yuanfang, S, eds. *Lost in the whitewash: Aboriginal-Asian encounters in Australia, 1901-2001*, Canberra: Humanities Research Centre, 2003 (SL & 3day)

Ganter, R, 'Turning the Map Upside Down', *History Compass* 4:1, 2006, pp. 26 - 35. Available on line <http://www3.interscience.wiley.com/cgi-bin/fulltext/118567898/PDFSTART.>]

Ganter, R with contributions from Martinez, J Lee, G, *Mixed relations: Asian-Aboriginal contact in North Australia*, Crawley: University of Western Australia Press, 2005 (SL & 3day)

Ganter, R, 'The view from the north', in Martyn Lyons and Penny Russell eds., *Australia's History: Themes and Debates*, Sydney: University of New South Wales Press, 2005, pp. 41-62 (Ebook & 3day)

Giese, D, *Astronauts, lost souls and dragons: voices of today's Chinese Australians in conversation with Diana Giese*, St Lucia: University of Queensland Press, 1996.

Giese, D, *Beyond Chinatown: changing perspectives on the Top End Chinese experience*, Canberra: National Library of Australia, 1995.

*'Up-North: Myths, Threats & Entertainment', *Griffith Review*, no. 9, Spring 2005

Jones, T, *The Chinese in the Northern Territory*, Charles Darwin University Press, 2005 (3day)

McGrath, A, *Born in the cattle: aborigines in cattle country*, Sydney: Allen & Unwin, 1987 (3day)

Northern Perspective (online journal), 1994-1999

Powell, A, *Far Country: A Short History of the Northern Territory*, Burwood: Melbourne University Press, 1988 & 1982 (3day)

Reid, G, *A Picnic with the Natives: Aboriginal-European Relations*, Melbourne Uni Press, 1990

Reynolds, H, *North of Capricorn: The Untold Story of Australia's North*, Crows Nest: Allen and Unwin, 2003 (SL & 3Day)

Sager, Eric, *Discovering Darwin*, Darwin: NT Archives Service 1993

Stephenson, P, *The Outsiders within: telling Australia's indigenous-Asian story*, Sydney: UNSW Press, 2007 (SL & 3day)

Tutorial G. Aboriginal policy: family histories and national history.

In this tutorial we look at the policies and impacts of Aboriginal child removal.

Focus Question

What roles did women play in policies of Aboriginal child removal? How can family histories be used to understand women's experiences, both as agents and objects of these policies?

Further Questions for Discussion

- Why do you think the histories of Aboriginal people and women have tended to be recovered or structured through personal and/or family histories?
- Are personal histories more useful for telling histories of oppression than are 'big picture' histories?
- What are the dangers of using personal life-stories, and what are the benefits?

Essential reading

V Haskins, 'A devotion I hope I may fully repay: Joan Kingsley-Strack', in *Uncommon Ground: White women in Aboriginal history*, eds A Cole, V Haskins & F Paisley (Canberra: Aboriginal Studies Press, 2005)

J Huggins, *Sister Girl* (St Lucia: UQP, 1998), 'Writing My Mother's Life', 37-48

J Sabbioni, 'Aboriginal Women's Narratives: Reconstructing Identities', *Australian Historical Studies*, 27, No.106 (April 1996), 72-78

M Tucker, *If Everyone Cared: Autobiography of Margaret Tucker* (Melbourne: Grosvenor Books, 1994)

Further reading

Attwood, B, with W Burrage, A Burrage, & E Stokie, *A Life Together, A Life Apart*, 1994 (3day)

Brewster, A, *Reading Aboriginal Women's Autobiography*, 1996, pp.1-13 (3day)

Carr, E H, *What is History?* (Ch.2) (SL)

Clare, M, *Karobran*, 1978

Cuthbert, D, 'Mothering the 'Other': Feminism, colonialism and the experiences of non-Aboriginal adoptive mothers of Aboriginal children', *Balayi*, vol.1, no.1, 2000: 31-39

Daniels, K, 'Slicing the Past', in S Janson & S MacIntyre, *Making the Bicentenary: Australian Historical Studies* 1988

Haebich, A, *Broken Circles*, 2001 (NB this is the major overview of Stolen Generations history) (SL & 3day)

Hamilton, P, 'Inventing the Self: Oral History as Autobiography', *Hecate* 16 1990

Haskins, V, 'Skeletons in Our Closet', *The Olive Pink Society Bulletin*, vol.10, no.2, 1998, pp.15-22

Haskins, V, 'On the Doorstep: Aboriginal Domestic Service as a 'Contact Zone'', *Australian Feminist Studies*, vol.16, no.34, 2001, pp.13-25

- Haskins, V, "'and so we are 'Slave owners!'" Employers and the NSW Aborigines Protection Board Trust Funds', *Labour History*, 88, May 2005, pp. 147-164
- Haskins, V, "Could you see to the return of my Daughter': Aboriginal Fathers and Daughters under the NSW Aborigines Protection Board Apprenticeship Policy in Interwar NSW', *Australian Historical Studies*, vol.34, no.121, April 2003, pp. 106-121.
- Haskins, V, *One Bright Spot*, 2005 (3day)
- Huggins, J, K Saunders & I Tarrago, 'Reconciling Our Mothers' Lives', in J Docker & G Fischer (eds), *Race, Colour & Identity in Australia and New Zealand*, 2000, pp.39-58 (SL)
- Huggins, J, *Sister Girl*, 1998, 'Firing On In The Mind' (also in *Hecate*, vol.13, no.2, 1988)
- Kartinyeri, D, & S Anderson, *Doreen Kartinyeri: My Ngarrindjeri Calling*, Canberra: Aboriginal Studies Press, 2008
- Keating, P, *Worlds Apart: Life on an Aboriginal Mission*, 1994
- Kinnane, S, *Shadow Lines*, Fremantle Arts Centre, 2003
- Lennon, J, *I'm the one that know this country!* 2000
- Lovett-Gardiner, I, *Lady of the Lake*, Koorie Heritage Trust Inc, Melbourne, 1997
- Margarey, S (ed), *Writing Lives: Feminist Biography and Autobiography*, *Australian Feminist Studies* No.16, 1992
- Morgan, E, *The Calling of the Spirits*, 1994
- Morgan, S, *My Place*, Fremantle Arts Centre, 1987
- Paisley, F, *Loving Protection*, 2000 (3day)
- Pilkington, D, *Follow the Rabbit Proof Fence*, UQP, 1996 (3day)
- Rajkowski, P, *Linden Girl*
- Read, P, 'Don't Turn Your Back on Me: A Bibliographic Review of the Literature of the Stolen Generations', *Aboriginal Law Bulletin*, vol.3, no.73, April 1995, pp.22-24
- Rodan, D, 'Testimony, narrative, and a lived life', *Balayi*, vol.1, no.1, 2000, 55-75
- Russell, L, *A Little Bird Told Me: family secrets, necessary lies*, Allen & Unwin, 2002 (Ebook & 3day)
- Sabbioni, Jennifer, 'I Hate Working For White People', *Hecate*, 19, 2, 1993, 7-29
- Simon, E, *Through My Eyes*, 1978
- Somerville, M *et al*, *The Sun Dancin'*, 1994
- Walden, Inara, "'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, 1995, 196-207
- Walden, Inara, 'To send her to service: Aboriginal Domestic Servants', *Aboriginal Law Bulletin*, vol.3, no.76, October 1995, 12-14
- Ward, G, *Wandering Girl*, Magabala, WA, 1987 (3day)

Tutorial H. Women and World War Two

There has been a great deal of debate about the impact of the Second World War on Australian women. While some historians argue that the war dramatically improved women's social position, others argue that women were manipulated into the war economy and then forced back into the domestic sphere once the war was over. In this tutorial we consider this debate by looking at women's experiences before, during and after the war.

Focus Question:

'World War Two had very little impact on the social position of Australian women.' Do you agree? Consider women's experiences of work, home-life and sexuality before, during and after the war.

Further Questions for Discussion:

- According to Marilyn Lake, how have most historians studied the impact of war on Australian women? What problems have resulted from this approach? How does Lake's approach differ?
- According to Lisa Featherson did the war drive fundamental change in women's lives?
- What do the primary source documents reveal about women's wartime experiences? Which account stood out to you and why?

Essential Reading

K Darian-Smith, War and Australian Society in Beaumont, J ed *Australia's War 1939-45* (Sydney: Allen & Unwin, 1995), 54-81

M Lake, 'Female desires: the meaning of World War II', *Australian Historical Studies* 24, 1990, pp. 267-84.

L Featherson, Sexy Mamas? Women, Sexuality and Reproduction in Australia in the 1940s, *Australian Historical Studies*, 36, 1995, pp. 234 - 52.

J McQuilton, 'Selection of Documents: Women and World War Two' in *Hist 339: Australian's At War, Course Reader* (Wollongong: University of Wollongong, Spring 2007), 48-55

Further reading

Bassett, J ed. *As We wave You Goodbye: Australian women and war* Melbourne: Oxford University Press, 1998 (SL)

Beaumont, J ed *Australia's War 1939-45* Sydney: Allen & Unwin, 1995 (3day)

Blainey, G 'Turning Point: How The Forties Changed Us Forever', *The Australian Magazine* 2, no.10 (1996).

Bolton, G *The Oxford History of Australia, volume 5: The Middle Way 1942-1995*, Melbourne: Oxford University Press, second edition, 1996. (3day)

Connors, L, Finch, L, Saunders K, & Taylor, H, *Australia's Frontline: Remembering the 1939-1945 War* (St Lucia: UQP, 1992), 140-163 (SL)

Damousi, J & M Lake, *Gender and War: Australians at War in the twentieth century* Cambridge: Cambridge University Press, 1995 (SL & 3day)

Darian-Smith, K *On the Homefront: Melbourne in Wartime 1939-1945* Oxford: Oxford University Press, 1990 (3day)

Day, D, *Reluctant Nation: Australia and the Allied Defeat of Japan*, Oxford: Oxford University Press, 1992 (3day)

Hennessey, E, ' "...the cheapest thing in Australia is the girls': Young Women in Townsville 1942-45', *Queensland Review*, 1, no.1 (1994): 61-70

Lemar, S 'Sexually cursed, mentally weak and socially untouchable": women and venereal diseases in World War Two Adelaide' *Journal of Australian Studies*, 79 (2003)

Lockwood, D *Australia under Attack: The bombing of Darwin - 1942* Sydney: New Holland, 2005 [1966]

McKernan, M, *All in! Australia during the Second World War* Melbourne: Nelson, 1983 (3day)

Moore, J H, *Over-sexed, over-paid, & over here: Americans in Australia, 1941-1945* St Lucia: UQP, 1981 (3day)

Oliver, P, *Empty North: The Japanese Presence and Australian Reactions 1860s to 1942*, Darwin: Darwin University Press (3day)

Penglase, J & D Horner, *When War Came to Australia: Memories of the Second World War* Sydney: Allen & Unwin, 1992 (3day)

Phillips, D, *Ambivalent Allies: Myth and reality in the Australian-American relationship*, Ringwood: Penguin, 1988 (SL)

Potts, E D, *Yanks Down Under, 1941-45: The American impact on Australia* Oxford: Oxford University Press, 1985 (3day)

Sturma, M, 'Loving the Alien: The Underside of Relations between American Servicemen and Australian Women during World War 2', *Journal of Australian Studies* 24 (1989): 3-17.

Walker, D, *Anxious Nation: Australia and the Rise of Asia 1850-1939* St Lucia: UQP 1999 (3day)

Tutorial I. Multicultural present, multicultural past?

For the last 221 years Australia has been a nation of immigrants. In this tutorial we consider Australia's immigration history. A key focus is on the policy and practices of multiculturalism.

Focus Question:

How significant is Australia's history to an understanding of contemporary tensions between migrant and native-born Australians?

Further questions for discussion:

- Can you see any relevance in the Blainey debates of the 1980s regarding Asian migration to present-day issues?
- What kind of histories exclude or include migrant Australians and what histories might work to ease tensions?

Essential reading:

MacIntyre, S, & A Clarke, *The History Wars* (Melbourne: Melbourne University Press, 2003) 72-92

Tavan, G *The long, slow death of White Australia* (Melbourne: Scribe, 2005), Ch.11

Ang, I 'Intertwining Histories: Heritage and Diversity', *Australian Humanities Review* (December 2001) <http://www.lib.latrobe.edu.au?AHR/archive/Issue-December-2001/ang.html> accessed 21 February 2006

Further reading:

Ang, I, *On Not Speaking Chinese: Living Between Asia and the West* (London: Routledge, 2001) (Ebook)
Australian Journal of Politics and History, 41, 3 (1995), whole number on immigration - early nineteenth century, British immigration of 1930s, end of White Australia policy.

Blainey, G, *All for Australia*, Sydney: Methuen, 1984

Brawley, Sean, *The White Peril*, Sydney, 1995.

Fox, Charlie, *Working Australia*, Sydney, 1991. Chapter 9: The changing workforce, 1945-74 (3day)

Carter, D, *dispossession, dreams & diversity: Issues in Australian Studies*, Pearson Longman, 2006, pp.332-354 (SL & 3day)

Chek L, 'White Ghosts and Chinese Middlemen Devils: Thoughts on racism and political opportunism', *Overland*, no.174, 2004, pp. 37-41

Diamond, M, "Another Singapore?" Australia Turns Away From Asia', in *Great Mistakes in Australian History* eds M Crotty & D Roberts. Sydney: UNSW Press, 2006, 156-169 (3day)

Docker, J & G Fischer (eds), *Race, Colour & Identity in Australia and New Zealand*, UNSW Press, 2000 (SL & Ebook)

Elder, C, 'Immigration History', in *Australia's History: Themes and Debates* eds M Lyons & P Russell. Sydney: UNSW Press, 2005 (Ebook & 3day)

Fitzgerald, J, *Big White Lie: Chinese Australians in White Australia*. Sydney: UNSW, 2007 (SL & Ebook)

Hage, G, *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Pluto Press, Sydney, 1998 (SL)

Hirst, J, 'Australia's Absurd History: A critique of Multiculturalism', *Overland*, February 1990

Hudson, W, & G Bolton (eds) *Creating Australia: changing Australian history*, 1999

Jupp, J, *From White Australia to Woomera: The story of Australian Immigration*, Cambridge University Press, Melbourne, 2002 (SL & 3day)

- Kabir, N, 'Muslims in Australia: Immigration, Race Relations and Cultural History', *The Sydney Papers*, Autumn 2005, pp.63-72
- Lake, Marilyn and Henry Reynolds, *Drawing the Global Colour Line*, Melbourne: Melbourne University Press, 2008 (**Ebook**)
- Markus, A & M C Ricklefs (eds), *Surrender Australia? Essays in the study and uses of history*, Allen & Unwin, Sydney, 1985
- Markus, A, *Race: John Howard and the Remaking of Australia*, Allen & Unwin, 2001 (**Ebook & 3day**)
- Omar, W and K Allen. *Muslims in Australia*. Canberra : Australia Govt. Pub. Service, 1996
- Richards, E, *Destination Australia* Sydney: UNSW Press, 2008 (especially Ch.10)
- Sherington, G, *Australia's Immigrants 1788 - 1988*, Sydney, 1990 (**3Day**)
- Stephenson, P, *The Outsiders Within: Telling Australia's Indigenous-Asian Story* Sydney: UNSW Press, 2007 (**SL**)
- Stratton, J, *Race Daze: Australia in Identity Crisis*, Pluto Press, Sydney, 1998
- Taft, R, *From Stranger to Citizen*, Perth, 1965.
- Teo, H-M, 'Multiculturalism and the Problem of Multicultural Histories: An overview of Ethnic Historiography', in H M Teo & R White (eds), *Cultural History in Australia*, UNSW Press, Sydney, 2003 (**SL**)
- Walker, D, *Anxious Nation: Australia and the Rise of Asia 1850-1939* St Lucia: UQP 1999
- Wills, S, 'Un-stitching the Lips of a Migrant Nation', in K Darian-Smith (ed) *Australian Historical Studies: Challenging Histories*, no.118.
- Wilton, J. and R. Bosworth, *Old Worlds and New Australia: the Post-War Migrant Experience*, Melbourne: Penguin, 1984, Ch. 2

Tutorial J. Australian beach culture & national identity.

In contemporary Australian society, the beach is seen as central to national identity. This was not always the case. In this tutorial we look at the history of Australian beach-going and how ideas about the beach have changed over time.

Focus Question

What is national identity? How central is the beach to Australia's national identity?

Further questions for discussion

- How have ideas about the beach *and* practices of beach-going changed over time?
- Is the beach an inclusive & democratic space?
- Who is included in & excluded from the beach?

Essential Reading

- B Anderson, 'Concepts & Definitions' in *Imagined Communities*, London: Verso, 1983
- L Huntsman, *Sand in our Souls: The Beach in Australian History and Culture* (Melbourne: Melbourne University Press, 2001): 163-169
- P Spearritt, 'Freedom and Commerce on the Australian Beach' in J. Skinner, K. Gilbert & A. Edwards eds, *Some Like it Hot: The Beach as a Cultural Dimension* (Oxford: Meyer & Meyer Sport, 2003): 24-39
- K Moore, 'The Beach, Young Australians and the Challenge to Egalitarianism in the 1960s', in Hopkins, C & Hall C, *Proceedings' Social Change in the 21st Century* (Brisbane, QUT, 2006): 1-7 <http://eprints.qut.edu.au/6597/1/6597.pdf>

Further Reading

- Bombora: *The Story of Australian surfing* (dvd), Australian Broadcasting Commission, 2009 (SL)
- Bonner, F, McKay S et al, 'On the Beach', *Continuum: The Australian Journal of Media & Cultural Studies*, 15, 3, 2001, pp. 269-274
- Booth, D, *Australian Beach Cultures: The History of Sun, Sand and Surf*, Frank Cass, 2001 (SL)
- Booth, D, 'Nudes on the Sand & Perverts in the Dunes', *Journal of Australian Studies*, no. 53, 1997, pp. 170-181
- Booth, D, 'Surfing 60's', *Australian Historical Studies*, vol. 26, no. 103, 1994, pp. 262-279
- Carter, D, *Dispossession, Dreams & Diversity: Issues in Australian Studies*, 2006 (SL)
- Drew, P, *The Coast Dwellers: Australians Living on the Edge*, Ringwood: Penguin, 1994. (SL)
- Elder, Catriona, *Being Australian*, Crows Nest: Allen and Unwin, 2007 (SL)
- Ellis, R, *Life's Still a Beach*, South Yarra: Hardie Grant Books, 1998 (SL)
- Fiske, J, Hodge, B & Turner, G, *Myths of Oz: Reading Australian Popular Culture*, Sydney: Allen & Unwin, 1987 (SL & 3day)
- From neck-to-knee to nude* (video), Sydney: Albie Thomas Productions, 1985
- Hayes and Scott, *Post-War Houses*, St Lucia: University of Queensland Press, 2005) (3day)
- Headon, D, Hooton, J & Horne, D, *The Abundant Culture*, St Leonards: Allen and Unwin, 1995 (chapter 6) (3day)
- Huntsman, Leone ed, *Sand in Our Souls: The Beach in Australian History* (Carlton South: Melbourne University Press, 2001) (SL)
- Jaggard, E, 'Body Surfers and Australian Beach Cultures', *Journal of Australian Studies*, no. 90, 2007, pp. 89-98.
- Poynting, S & Morgan G, eds, *Outrageous! Moral Panics in Australia*, (Hobart: ACYS, 2007) (Cronulla Riots) (3day)
- Puberty Blues* (dvd), Umbrella Entertainment, 2003 (SL)
- Sun, Surf and Sun* (dvd) (Canberra: National Film and Sound Archives, 1995)
- Twomey, C, 'Ocean baths and arc lights: Newcastle City Council and control on the beach' in J. Long, J. Gothard & H. Brash eds, *Forging Identities: Bodies, Gender & Feminist History* (Nedlands: University of Western Australia, 1997)
- White, C, *Picniking, Surf-Bathing and Middle-Class Morality*, *Journal of Australian Studies*, no. 80, 2004, pp. 101-110.
- White, R, *On Holidays: Getting Away in Australia* (North Melbourne: Pluto Press, 2005) (3day)

Tutorial K Conclusion: The past in the present, and the present in the future.

Do you agree with Rodney Hall, that some stories in Australian history are best kept as 'markers' of how we have changed, and others because of the 'fall-out' that remains that we need to understand? Can you think of some examples of these kinds of stories?

Imagine a class of undergraduate history students in a hundred years, or two hundred years time from now. What stories from the turn of the 21st century do you think they might be learning, and why? What might be forgotten or hidden? What might be argued over and disputed, and what might be celebrated? What events today might have the greatest 'fall-out' or significance in the future?

Essential reading

- R Hall, 'The stories we choose', *The Alfred Deakin Lectures* (Sydney: ABC Books, 2001), 90-102

University of Newcastle - School of
Humanities and Social Science (History)
Updated 1 Feb. 2007

how to write a History essay

A. ESSAYS – WHAT ARE THEY ABOUT?

We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

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

Remember that your tutors and lecturers are available to discuss any difficulties you may have though please do not leave it to the last minute to see them.

Essays should follow the referencing conventions of the University of Chicago Press (“Chicago style”) as outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996). Copies of this guide are available in the Library. Honours and postgraduate students should also consult the full version of the style as outlined in *The Chicago Manual of Style*, 14th ed. (Chicago: University of Chicago Press, 1993). Copies are available in the library. Additional style guides are listed in section H. Guides to the Chicago style are also available from websites listed by the University of Newcastle library at this link:

<http://www.newcastle.edu.au/service/library/guides/referencing.html#chicago>

B. SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL LIBERAL ARTS ESSAY

1. **Establish what you are being asked to argue about.**
Because an essay calls for an argument, you need to read the question carefully to determine what you are being asked, and what responses you can make - supporting, rejecting or offering qualified (dis) agreement.
2. **Read for the essay in order to collect evidence.**
Read any primary sources that may be set in class several times. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the topic.
3. **Formulate your own position, and muster your evidence.**
From your reading, you should now be ready to decide what you will argue.
4. **Outline the essay structure.**
Prepare an outline. In making notes about what you will say in your essay, keep in mind that:
 - the purpose of the **Introduction** is to state the position you will be taking and to tell the reader how you will address the subject;
 - the purpose of the **Body** of the essay is to present the pieces of evidence that support your essay, and to deal with any evidence to the contrary;
 - In writing the **Conclusion** of the essay it is usual to summarise the evidence presented and to restate your argument, confident that you have now provided adequate evidence to

justify your position.

5. Write a first draft.

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

6. Redraft, edit and polish your essay.

This is essential. When you reread your draft after a few days, you will almost certainly find that it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticise your own work. Proof read at least three times to check for accuracy. Read it aloud to check for fluency.

7. Submit your essay.

Make sure it is on time and follows the guidelines on presentation, formal writing, footnotes, and bibliography and academic misconduct outlined below.

C. HOW TO SAY IT IN FORMAL WRITING

Try to be direct, clear and interesting. Simple words and constructions and short sentences are often best, but variety does prevent boredom. It is important to integrate quotations into the fabric of your argument.

Use appropriate conjunctions and punctuation. You should always quote accurately, but for the purpose of integrating quotations you may make minor changes (you may change a pronoun, for example) as long as you enclose all such changes in square brackets.

Formal writing is always polite. It is not acceptable to use masculine nouns and pronouns to refer to men and women. For example, "man is a literate being." To avoid sexist language, the plural is often the best

solution grammatically. For example, "people are literate beings."

Avoid writing the way you speak. For example: "I reckon this is a very interesting question because everyone knows that this fantastic novel has a lot to do with his own life, but I don't think it's that easy to read." Written language differs from spoken language in terms of:

Vocabulary: avoid the use of slang, abbreviations, childish or heavily attitudinal words;

Logic: do not hang all statements off your own opinion ("I think that");

Sentence structure: sentences should not be long chains of clauses linked by "because" or "and"; use full stops liberally;

Conjunctions: make use of the written language tools offered by words such as "First, second," "on the other hand," "in conclusion," which help the reader (and writer) to follow the logical organisation of the material;

Substance: avoid sharing truisms or inanities with your reader. For example, "literature is really important."

Many students have difficulty with the following:

Sentence construction. Make sure that the subject of the clause or sentence is clear, and that each sentence has a finite verb. If these terms mean nothing to you, now is your chance to find out - your tutor is there to be asked. A sentence is not a paragraph.

Paragraphing. Each paragraph should begin with a relatively short "topic sentence" which summarises or introduces the theme of the paragraph. Well designed paragraphs of three to four sentences help the reader to follow your

argument.

Punctuation. Use punctuation to mark off elements of meaning and designate their respective values. Be scrupulous with apostrophes.

Clichés. Avoid clichés and colloquialisms - such words and phrases have been devalued.

acronyms are in full capitals with no periods. For example: UN, OPEC, and YMCA.

Spell out all numbers from one to one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, and so on. For example: The population of the district was less than four million; there were 365 people in the graduating class.

D. PRESENTATION AND OTHER TRICKY BITS

The brief notes in this section are based on chapters in Turabian, *Manual for Writers of Term Papers*. You should refer to Turabian for fuller information on particular topics. Here are some general instructions for the paper version of your essay. You should follow these guidelines even if your essay is intended to be submitted and marked electronically:

Type or word-process your essay on one side of the paper. Computers for student use are available in the CT Building.

Include a wide margin (at least 4-cm) on the left-hand side of each page for the marker's comments.

All essays should be double-spaced and printed in a clear font such as Times New Roman or Garamond which should be at least 12 pt in size. You may single space the footnotes.

Number the pages, and fasten them securely.

Attach a cover sheet, which can usually be downloaded from Blackboard. Do not use any other kind of plastic sleeve or cover.

Acronyms, Numbers and Dates

The names of government agencies, associations, unions and other organisations are often abbreviated. Commonly,

The same style should be used for all dates throughout the text. For example: On 28 June 1970 the convocation *Pacem in Maribus* was held.

Particular centuries should be spelled out. For example: seventeenth-century literature; the eighteenth century. Decades are expressed as one word without an apostrophe. For example: 1890s, 1930s.

Spelling and Possessive Case

Always use a spell-checker to correct spelling and grammar but do not rely on it exclusively.

Use Australian/UK forms in preference to American (-ize not -ise forms; -our not -or forms).

In general, form the possessive of single words by adding an apostrophe and *s*: For example, Jones's book; Marx's ideology. Note there are some exceptions to this rule, including long words ending in *s* and some proper names ending in *s*. For example: for righteousness' sake; Jesus' ministry; the Bradleys' house.

Confusingly, the possessive of the pronoun "it" is simply "its" - with no apostrophe. "It's" is the contracted form of "it is."

Quotations

Essays must be your own work, that is, they must be written in your own words, presenting your own analysis and arguments.

When you use a quotation, use it to reinforce your essay - not to save you from writing it. A “scissors and paste” collection of long quotations connected in a cursory fashion is not acceptable. Only use quotes if they are directly relevant and fit appropriately into your line of argument. All direct quotations, must be accurately reproduced, that is, follow the original exactly.

If quotations are short (about three lines or less) they can be incorporated into your text, enclosed in double quotation marks. For example:
According to the *Newcastle Morning Herald*, the President of the Miners Federation stated: “The rejection of our claim for annual leave shows the employers’ bias in the arbitration process.” He then called for mass pithead meetings.

For a quotation within a quotation, single quotation marks are used. Periods and commas should be placed inside quotation marks; semicolons and colons go outside. For example: “I’m not convinced,” said the miner, “that he really meant ‘bias.’ ”

Quotations longer than three lines should be indented and single-spaced (the rest of the text being double-spaced). Indented quotations do not need quotation marks.

Do not use ellipsis points (three dots) before or after a quotation. If an omission occurs within a quotation you should indicate that something has been omitted by three ellipsis points.

If you are quoting someone else’s quotation, your footnote reference must indicate both the original and the secondary source of your quotation. Do not cite as your source an original document unless you have read that document. For example:

1. Roland Barthes, “La mort de

l’auteur” (The death of an author), *Manteia*, vol. 5 (1968); trans. Stephen Heath in *Image/Music/Text* (New York: Hill and Wang, 1977), 147; quoted in Wayne C. Booth, *Critical Understanding: The Powers and Limits of Pluralism* (Chicago: University of Chicago Press, 1979), 372-73, n.9.

(In fact - why not look up the original and create your own citation? It really is much easier.)

E. FOOTNOTES

Why Use Footnotes?

In general, footnotes serve four main purposes:

To cite the authority for specific facts, opinions, paraphrases or exact quotations;

To make cross-references;

To make incidental comments or amplify a point in the text (though it is bad style to do this too often);

To make acknowledgements.

Footnotes are necessary to acknowledge all quotations and key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant citations.

Insert the footnote number at the end of the sentence to which it refers and number consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. For every thousand words you write you should generally supply somewhere between fifteen and twenty-five footnotes.

Other Points about Footnotes

Failure to acknowledge another

author's words or ideas is dishonest and is one of the cardinal sins in essay writing. It is called **plagiarism**, and may attract serious penalties.

You will often find that the notes in the works you read can lead to valuable additional sources for your own research. Therefore, you, in turn, should lead the reader to your sources. This strengthens the authority of your work.

In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay.

Do not quote from encyclopedias or from your lecture or tutorial notes. Also, avoid non-scholarly web-sites. They are not acceptable sources of reference.

F. BIBLIOGRAPHY

Why does an Essay need a Bibliography?

In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay. The bibliography lists the sources used in writing the essay; it should not be a list of everything in the library which is relevant to the topic.

General Instructions

Place the bibliography on a separate sheet at the end of the essay.

Include all books and articles consulted and which appear in your footnotes whether actual quotations are taken from them or not; never list an item that you have not actually read.

Divide the Bibliography into

Primary Sources and Secondary Sources. A primary source is a document or other artifact that is contemporary with the historical events described in your essay. Secondary sources are sources that are not eyewitness or contemporary records but were written and published by historians and other scholars who were not present at the time of the events they describe.

Within these categories, a strict alphabetical arrangement according to the surnames of the authors should be used. When there are two or more authors' names, only the first is inverted in the bibliography.

Note that the form of reference for a bibliography entry differs from that used in a footnote. The differences are outlined in the following set of examples.

G. Examples of Footnote and Bibliography Entries

In the following examples, N indicates the note form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

In Chicago style, do not use the abbreviation "p." or "pp." for page ranges, simply provide the number after a comma.

Do not use the terms, *ibid.*, *op. cit.* or any other latinism. Instead, use brief titles for all subsequent references.

Provide the city (not the suburb or country) of publication.

Books - Single Author

N 1. Stuart Macintyre, *A Concise History of Australia* (Melbourne: Cambridge University Press, 1999), 144-47.

B Macintyre, Stuart. *A Concise History of Australia*. Melbourne: Cambridge University Press, 1999.

Books - More than One Author, Translator or Editor

N 1. Danielle Jacquart and Claude Thomasset, *Sexuality and Medicine in the Middle Ages*, trans. Matthew Adamson (Oxford: Polity Press, 1985), 32.

B Jacquart, Danielle and Claude Thomasset. *Sexuality and Medicine in the Middle Ages*, trans. Matthew Adamson. Oxford: Polity Press, 1985.

Component Part by One Author in a Work by Another

N 1. Paula Hamilton, "The Knife-Edge: Debates About Memory and History," in *Memory and History in Twentieth-century Australia*, ed. Kate Darian-Smith and Paula Hamilton (Melbourne: Oxford University Press, 1993), 132.

B Hamilton, Paula. "The Knife-Edge: Debates About Memory and History." In *Memory and History*, ed. Kate Darian Smith and Paula Hamilton (Melbourne: Oxford University Press, 1993), 110-32.

Journal Article [Published two to six times per year]

N 1. Richard Waterhouse, "Minstrel Show and Vaudeville House: The Australian Popular Stage, 1838-1914," *Australian Historical Studies* 23 (1989): 366.

B Waterhouse, Richard. "Minstrel Show and Vaudeville House: The Australian Popular Stage, 1838-1914." *Australian Historical Studies* 23 (1989): 366-385.

Magazine or Newspaper Article [Published monthly or daily]

N 1. Patrick Carey, "Home at Last," *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

B *Irish Daily Independent* (Dublin), 1900-1914.

Thesis or Dissertation

N 1. Anne Williams, "Managing the 'Feeble-minded': Eugenics and the Institutionalisation of People with Intellectual Disability in New South Wales, 1900 - 30." (Ph.D. diss., University of Newcastle, NSW, 1998), 43.

B Williams, Anne. "Managing the 'Feeble-minded': Eugenics and the Institutionalisation of People with Intellectual Disability in New South Wales, 1900 - 30." (Ph.D. diss., University of Newcastle, NSW, 1998), 43.

Public Documents and Archival Sources

The rules relating to these sources are too complex to be given in brief. You should refer to the relevant section of Turabian or the full Chicago style. British Foreign and State Papers, to provide one example, are referred to as follows:

N 1. Foreign Office, "Austria: Proclamation of the Emperor Annulling the Constitution of 4th March, 1849," *British Foreign and State Papers, 1952-53*, 41:1298-99.

B United Kingdom. Foreign Office. "Austria: Proclamation of the Emperor Annulling the Constitution of 4th March, 1849." *British Foreign and State Papers, 1952-53*.

Electronic Source

To cite sources available via the World Wide Web, give the author's name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).

N 1. Lord Hopetoun to Edmund Barton, 11 Feb. 1901. Papers of Sir Edmund Barton. National Library of Australia, MS51. Digitised manuscript. Available from National Library of Australia <<http://nla.gov.au/nla.ms-ms51-1-757-s1>> [21 Nov. 2002].

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