ARTS2270
Australia 1788-1900: The Fatal Shore?
Semester One 2016

Convenor: Charmaine Robson
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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Charmaine Robson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 368</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2384</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:charmaine.robson@unsw.edu.au">charmaine.robson@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 2-3 pm</td>
</tr>
<tr>
<td>Lecturer and Tutor</td>
<td>As above</td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) 6

Course Description

‘Australia 1788-1900: The Fatal Shore?’ will introduce students to the main historical processes in the making of Australia. It will provide knowledge and critical analysis of the main events, demographic shifts, and political, social and cultural movements of the period. It will provide a depth of historical perspective to important contemporary questions. Why are fears of Asia so deep-seated in the Australian consciousness? What is the background to the Mabo debate and the call for an Aboriginal treaty? Where does the Republican Movement find its Australian origins? How do current ideas and stereotypes of masculinity and femininity relate to our colonial past? What does Australian material life and culture owe to its nineteenth century foundations and patterns? Why is our current political system like it is?

Course Aims

1. This course aims to provide students with a broad understanding of the major events and themes underpinning Australian colonial history and will prepare them to study ‘ARTS2271 Australia 1901-2008: From Federation to the Apology’.

2. As a 200 level history subject it is intended to develop students’ understanding of historiography and theories of history, and to give them experience of using primary sources to write history.

3. It thus prepares students for advanced study at third year and honours level. It can be counted towards a major in History and Australian Studies. It builds on threshold concepts in the discipline of History introduced in ‘ARTS1270 Global History’ and on threshold concepts in Australian Studies, introduced in ‘ARTS1190 Australian Legends: Introducing Australian Studies’.

Student Learning Outcomes

1. Think critically, make informed judgments and communicate effectively in both verbal and written form.

2. Understand the role of primary and secondary evidence in historical debate; understand the concept of historiography and how it informs historical narrative and debate.

3. Research historical subjects and understand the role of historical interpretation

4. Understand that the past can be examined through a wide range of forms including architecture, photographs, memory
Graduate Attributes | 1. Skills of critical, creative and imaginative thinking about society, culture and the arts  
2. Value of and capacity for ethical, reasoned and open-minded discussion and debate  
3. An understanding of the experiences and world-views of other times, places and cultures  
4. An informed understanding of human experience, human culture and society

3. Learning and Teaching Rationale

My main objective is to assist students to understand and appreciate the ideas and events that define Australian colonial history. Apart from providing direct instruction in the lectures and tutorials, I aim to encourage independent learning and to stimulate interest in the set topics through fostering critical reading and classroom discussion. Another important aim of this course is to help students develop skills to research and write history, whether for vocational or other purposes. Through the weekly analyses of primary and secondary material, students learn the role both kinds of sources play in these processes. They learn, as well as historical content, the methodologies, ways of making arguments, the historiographical debates, and the importance of structure and style in academic writing. Feedback in assignments will help individual students hone their skills but I will also be available for guidance with any aspect of the course. By the end of the semester, students will be able to produce their own independently researched and constructed persuasive history essay. Ideally, they will also be inspired to further their studies in the discipline of history.

4. Teaching Strategies

Like most tertiary history courses, ARTS2270 employs 3 modes of learning: lectures, tutorials and reading. Lectures give you an overview of the topic. Tutorials enable you to discuss your ideas with others. Reading enables you to explore topics in depth and gives you access to the ideas and information you need for your writing and discussion.

Lectures provide much input but may also be interactive. They distil wide reading, summarise debate, tell stories, present material that isn’t readily available. Unless you attend lectures regularly you will not have ‘heard’ the course and will not be able to pass the test.

The tutorial program has been designed to link with the lecture program but not to duplicate it, usually examining in depth one aspect of a broad question which the lecture has contextualised. All group members must read all the material listed under ‘Essential Reading’ for each week’s tutorial (see Tutorial Program in this document).

The reading for each week consists of historiography and documents that provide you with different perspectives on the relevant topic. The later part of this course outline lists these readings, as well as extra readings which will assist you in researching your essay. It also has questions for each week relating to both the documents and historiography. These are for your reference when you have finished your reading each week, so that you will be prepared to contribute to class.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Introduction</td>
<td>5 minutes</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Individually assigned</td>
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<tr>
<td>Tutorial Assignment</td>
<td>1000 words</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 5: Thursday, 7th April</td>
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<tr>
<td>Research Essay</td>
<td>3000 words</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 11: Monday, 16th May</td>
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<tr>
<td>Class Test</td>
<td>50 minutes</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 12: Tuesday, 24th May</td>
</tr>
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</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

For details of what the assessments entail, please see the end of this outline.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle ([https://moodle.telt.unsw.edu.au/login/index.php](https://moodle.telt.unsw.edu.au/login/index.php)). You must use your zID login to submit your assignments in Moodle.

There are two “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Assignment</td>
<td>Thursday, 7th April</td>
</tr>
<tr>
<td>Research Essay</td>
<td>Monday, 16th May</td>
</tr>
</tbody>
</table>
** Please note the deadline to submit an assignment electronically is **4:00 pm on the due date** of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin), which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: [https://student.unsw.edu.au/how-submit-assignment-moodle](https://student.unsw.edu.au/how-submit-assignment-moodle)

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late. (N.B. Weekends and public holidays are counted as normal days).
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
• Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. **Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. **Attendance**

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend **all** class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

### 8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
## 10. Course Schedule

*To view course timetable, please visit:*

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Lecture Topic</th>
<th>Tutorial Content</th>
</tr>
</thead>
</table>
| 29 February      | 1. Course Introduction  
                    2. Australia: the long history | No tutorial |
| 7 March          | 1. First contacts  
                    2. Convicts | Early Sydney |
| 14 March         | 1. The Pastoral Push  
                    2. Truganini | Debating Convicts |
| 21 March         | 1. New colonies  
                    2. Gender & respectability | On the frontiers |
| 4 April          | 1. The rushes and race  
                    2. Ned Kelly | Respectability & ‘rough culture’ |
| 11 April         | 1. Northern frontiers  
                    2. Towards protection | Eureka |
| 18 April         | 1. The rise of the cities  
                    2. The other side of the tracks | Jandamarra |
| 25 April         | ‘The Irish in Australia’  
                    1. Film; 2. History. | Walking tour of Randwick |
| 2 May            | 1. The rise of imperialism  
                    2. White Australia | Prostitution |
| 9 May            | 1. Depression  
                    2. Strikes and labour | Origins of White Australia |
| 16 May           | 1. Federation & visions of nation  
                    2. Test hints | The 1890s |
| 23 May           | Class Test | Symbols and Sovereignty  
                    1788 – 2000s |
| 30 May           | No lecture | Essays returned – course advice |
### 11. Course Resources

#### Textbook Details

Students are encouraged to read widely. There is no textbook assigned for this course but the prescribed tutorial readings can be found on Moodle either as portable document files or through the electronic links provided.

It is also a good idea to purchase or borrow from the library a general history. Examples:

- Patricia Grimshaw (et al) *Creating a Nation*, Ringwood, Vic: McPhee Gribble, 1994;

#### Journals

- *Australian Historical Studies* (formerly *Historical Studies*)
- *Australian Economic History Review*
- *Australian Feminist Studies*
- *Australian Journal of Politics and History*
- *Hecate*
- *Labour History*
- *Lilith*
- *Journal of Australian Colonial History*
- *Journal of Religious History*
- *Journal of the Royal Australian Historical Society*
- *Journal of Australian Studies*

#### Additional Readings

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonyhardy, T.</td>
<td><em>The Colonial Earth</em></td>
<td>Melbourne, 2000 (history of conservation sensibilities, campaigns and legislation)</td>
</tr>
<tr>
<td>Broome, Richard</td>
<td><em>Aboriginal Australians</em></td>
<td>Melbourne, 1994</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publisher</td>
</tr>
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<tr>
<td>Buckley, K. &amp; Wheelwright, T</td>
<td><em>No Paradise for Workers</em>, Melbourne 1988</td>
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<tr>
<td>Carey, Hilary M.</td>
<td><em>Believing in Australia: A Cultural History</em></td>
<td></td>
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<tr>
<td>Crowley, F.K. (ed.)</td>
<td><em>A New History of Australia</em>, Melbourne, 1974</td>
<td></td>
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<tr>
<td>Connah, G.</td>
<td><em>The Archaeology of Australia’s History</em>, Melbourne, 1993</td>
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<tr>
<td>Connell, R.W. &amp; Irving, T H</td>
<td><em>Class Structure in Australian History</em>, Melbourne, 1980</td>
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<tr>
<td>Davison, G.</td>
<td><em>The Unforgiving Minute: How Australians Learned to Tell the Time</em>, Melbourne, 1993</td>
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<tr>
<td>Durack, Mary</td>
<td><em>Kings in Grass Castles</em>, 1959</td>
<td></td>
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<tr>
<td>Ford, L</td>
<td><em>Settler Sovereignty: Jurisdiction and Indigenous people in America and Australia</em>, 1788-1836, Boston, 2010</td>
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<tr>
<td>Fox, C.</td>
<td><em>Working Australia</em>, Sydney, 1991</td>
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<tr>
<td>Gare, D &amp; Ritter, D</td>
<td><em>Making Australian History: perspectives on the past since 1788</em>, Thomson, 2008</td>
<td></td>
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<tr>
<td>Author</td>
<td>Title and Details</td>
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<tr>
<td>Goodall, H.</td>
<td><em>Invasion to Embassy: Land in Aboriginal Politics in New South Wales</em>, 1770-1972, Sydney, 1996</td>
<td></td>
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<tr>
<td>Griffiths, T. &amp; Robin L</td>
<td><em>Ecology and Empire: Environmental History of Settler Societies</em>, Melbourne, 1997</td>
<td></td>
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<tr>
<td>Grimshaw, P. et al</td>
<td><em>Creating a Nation</em>, McPhee Gribble, 1994</td>
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<tr>
<td>Irving, Robert (ed),</td>
<td><em>The History and Design of the Australian House</em>, Sydney, Oxford University Press, 1985</td>
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<tr>
<td>Irving, T H</td>
<td><em>The southern tree of liberty: the democratic movement in New South Wales before 1856</em>, Federation Press, 2006</td>
<td></td>
</tr>
<tr>
<td>Kingston, B.</td>
<td><em>Basket Bag and Trolley: The History of Shopping in Australia</em>, Melbourne, 1994</td>
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<tr>
<td>Lake, M.</td>
<td><em>Getting Equal: The History of Australian Feminism</em>, Sydney, 1999</td>
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<tr>
<td>Lawrence, Susan</td>
<td><em>Dolly’s Creek: An Archaeology of a Victorian Goldfields Community</em>, Melbourne University Press, 2000</td>
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<tr>
<td>Magarey, S (et al)</td>
<td><em>Debutante Nation</em>, Sydney, 1993</td>
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<tr>
<td>Matthews, J.</td>
<td><em>Good and Mad Women</em>, Sydney, 1986</td>
<td></td>
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<tr>
<td>Maynard, Margaret</td>
<td><em>Fashioned from penury: Dress as Cultural Practice in Colonial Australia</em>, Melbourne: Cambridge University Press, 1994</td>
<td></td>
</tr>
</tbody>
</table>
O’Brien, A  
*Philanthropy and Settler Colonialism*, Palgrave Macmillan, 2015

Reiger, K.  

Rickard, J.  
*Australia: A Cultural History*, Melbourne, 1988

Russell, P & White R  
*Pastiche I: Reflections on Nineteenth Century Australia*, Sydney 1994 (collection of essays)

Saunders, K & Evans R  
*Gender Relations in Australia*: Sydney 1999

Sayers, A.  
*Australian Art*, Oxford, 2001

Sherington, G.  

Scates, B.  
*A New Australia: Citizenship, Radicalism and the First Republic*, Melbourne 1997

Troy, P. (ed)  
*A History of European Housing in Australia*, Melbourne, 2000

Ward, Russell  
*The Australian Legend*, Melbourne 1958

Waterhouse, R.  

Watson, Pamela Lukin  
*Frontier Lands and Pioneer Legends*, Sydney, 1998

White, R.  
*Inventing Australia*, Sydney, 1981

Whitehead, Anne,  
*Paradise Mislaid: In Search of the Australian Tribe in Paraguay*, Brisbane, University of Queensland Press, 1997

**Websites**

State Library/Mitchell Library  
Search here for references, digitised pictures, manuscripts

National Library of Australia  
Many pictures retrievable through keyword search

Trove:  
http://trove.nla.gov.au  
Search online for books, pictures, early Australian newspapers

UNSW Library:  
info.library.unsw.edu.au/web/services/services.

**12. Course Evaluation and Development**

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.
13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au
Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
TUTORIAL PROGRAM

A note about Essential Readings in this section:
There is no printed reading kit for this unit. The Essential Readings are available through electronic links or documents on Moodle.

Week 1 No tutorial

Week 2 Introductory tutorial
This tutorial will introduce the themes of the course, and ways of interpreting them by focusing on one new interpretation of the first few years of the British colony at Port Jackson.

Essential Reading

Week 3 Debating Convicts

Essential Reading
Historigraphy


Documents

Transcript: Letter to Mrs Cobbold from Margaret Catchpole, Sydney, 21 Jan, 1802, Margaret Catchpole papers, State Library of NSW, Discover our collections, Law and Justice in Australia; http://www.sl.nsw.gov.au/discover_collections/history_nation/justice/convict/MargaretCatchpole/catchpole.html

For background, see: Joan Lynravn, Catchpole, Margaret (1762-1819) Australian Dictionary of Biography, vol 1 (MUP) 1966.

Discussion questions:
1. What is Karskens’ main argument? Do you find it convincing?
2. How and why does Gilchrist present such a different view?

Document questions:
1. Why are these documents particularly useful?
2. What light does Tingley’s letter shed on the convict system? Why does he want his parents to come to Van Diemen’s Land?
3. How does Margaret Catchpole’s letter illuminate life for women in NSW?

Further Reading
Atkinson, Alan ‘Four patterns of convict protest’, Labour History, 37, November, 1979, 28-51
Atkinson, Alan The Europeans in Australia vol. 1, Oxford University Press, 1997
Boyce, James Van Diemen’s Land, Black Inc., 2008
Clark, C. M. H. ‘The origins of the convicts transported to Eastern Australia, 1787-1852, parts 1 and 2’, Historical Studies (1956), 7:26, 121-135, and 7:27, 314-327
Damousi, Joy  

Daniels, Kay  

Duffield, Ian  
*Representing convicts: new perspectives of convict forced labour migration*, Leicester University Press, 1977

Frost, Lucy and Maxwell-Stewart, H. Hughes, Robert  
*Chain letters: narrating convict lives*, Melbourne University Press, 2001

Karskens, Grace  

Maxwell-Stewart, H  

Nicholas, Stephen  
*Convict Workers: reinterpreting Australia’s past*, Cambridge University Press, 1988

Oxley, Debbie  
*Convict Maids: the forced migration of women to Australia*, Cambridge University Press, 1996

Pybus, Cassandra  

Robson, L. L.  
*The convict settlers of Australia*, Melbourne University Press, 1965

Shaw, A. G. L.  
*Convicts and the colonies*, Faber, 1966

Wood, G. A.  
‘Convicts’, *The Royal Australian Historical Society: journal and proceedings*, vol. 8, 1922

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**Week 4 On the Frontiers**

**Essential reading**

**Historiography**

Bain Attwood & S G Foster,  

Ross Gibson  

**Documents**

Extract from *Australian Reminiscences and papers of L E Threlkeld, missionary to the Aborigines, 1824-1859*, Neil Gunson (ed), Australian Institute of Aboriginal Studies, 1974, 48-9


**Discussion questions:**

1. What was ‘the Great Australian Silence’ and why do you think it developed?
2. What was innovative about the work of Henry Reynolds?
3. Why is oral history contentious?
4. Analyse Attwood and Forster’s arguments about genocide.
5. Why do so many find this history ‘discomforting’? What have been the results of this ‘discomfort’?
6. What is distinctive about the methodology Gibson employs to illuminate early colonial race relations? Do you find his approach convincing?
7. How might this chapter provide a different perspective to those contested in the history wars?

Document questions:
1. What light does Threlkeld throw on frontier violence? To what extent might his role as missionary to the Aborigines influence his perspective? Threlkeld published his reminiscences nearly 30 years after the events described. Should this affect the ways that historians interpret them? How?
2. Why was Judge Burton’s judgment ‘one of the most devastating judgments ever handed down in a colonial court’? Analyse the significance of his language

Further Reading
Atkinson, A. & Aveling, M. Australians 1838, Fairfax, Syme and Weldon, 1987
Broome, Richard Aboriginal Victorians: a history since 1800, Allen & Unwin, 2005
Foster, Robert Fatal Collisions: The South Australian frontier and the violence of memory, Wakefield Press, 2001
Reece R. H. W. Aborigines and colonists: Aborigines and colonial society in New South Wales in the 1830s and 1840s, Sydney University Press, 1974
Reynolds, Henry The Other side of the frontier: Aboriginal resistance to the European invasion of Australia, Ringwood, 1990
Reynolds, Henry The Law of the land, Ringwood, 1987

Week 5 Respectability and ‘rough culture’

Essential reading

Historiography

Kay Daniels, Convict women, Allen & Unwin, 1998, chapter 6, ‘Rough culture and rebellion,’ 134-156

Documents
Extract from letters of Susannah Watson to her daughters, 1857 and 1867, in Babette Smith, A Cargo of women, Rosenberg, 2005, 151-5.


Discussion questions:
1. How were ‘modes of civilized behaviour…tested and revealed’ by the incident of Lady Jane Franklin and Dr Hobson?
2. What does the story of the second Lady Parkes show about colonial mores? How do the reactions of Curtin Candler and The Bulletin to Lady Parkes illuminate those mores?
3. What argument does Russell make in this article? Is a study of the culture of manners important?
4. What light does Daniels cast on the ‘rough culture’ of convict women?
5. Are you convinced that the rebellion of women in the factory was organized? What is the significance of this?

Document questions:
1. How do the letters of Susannah Watson add to our understanding of women and respectability?
2. What assumptions does *Men and how to manage them* make about its audience and subject?

**Further Reading**

Doust, Janet  

Doust, Janet  
‘Exploring gentry women on the New South Wales frontier in the 1820s and 1830s,’ *Women’s History Review*, vol. 18, issue 1, 2009, 137-153

Davison, Graeme  
‘From urban jail to bourgeois suburb’, *Journal of Urban History*, vol. 32, no.5, 741-760

MacKenzie, Kirsten  
*Scandal in the colonies: Sydney and Cape Town, 1820-1850*, Melbourne, 2004

Young, Linda  
*Middle class culture in the nineteenth century: America, Australia and Britain*, Palgrave Macmillan, 2002

Smith, Babette  
*Australia’s Birthstain: the startling legacy of the convict era*, Sydney, 2008, chapters 7 & 8

Brown-May, Andrew  
Gender, respectability, and public convenience in Melbourne, Australia, 1859-1902’ in Olga Gershenson & Barbara Penner (eds.), *Ladies and Gents: public toilets and Gender*, Temple University Press, 2009

**Week 6 Eureka: Legend and Legacy**

**Essential readings**

**Documents**

Peter Lalor’s statement in the Argus 10 April 1855, published in *Historical Studies* Vol. 6 (*Eureka Supplement*) November 1954, 34-41

Joseph Jewkes (1824-1900) Diary (Reminiscences of Eureka) courtesy of the Phillips Family, Gosford (Extract).

**Historiography**

Cahir, D. & Clark, I.  
‘why should they pay money to the Queen?’: Aboriginal Miners and Land Claims’, *Journal of Australian Colonial History*, vol. 10, 1, 2010, 115–128

Molony, John  

Kociumbas, Jan  

Wright, Clare  
‘New Brooms They Say Sweep Clean’: Women’s Political Activism on the Ballarat Goldfields, 1854’, *Australian Historical Studies*, 39: 3 2008, 305-321

**Document Questions**

1. What differences do you notice between Peter Lalor’s and Joseph Jewkes’ accounts of the Eureka rebellion and its outcomes? How can we explain these differences?
2. How does Lalor justify the actions of the rebels?
3. What is the origin and form of these two documents? Which would be the better known?
Discussion Questions
1. How does Cahir and Clark’s close research on Aboriginal miners nuance our understandings of the processes of colonisation?
2. Molony and Kociumbas portray the gold rushes and the sorts of men involved in the Eureka rebellion very differently. Discuss the differences. How is it that two historians can offer such different interpretations?
3. How does Clare Wright reshape our understandings of ‘the rushes’ and of gender relations in the mid-nineteenth century?

Further Reading
Annear, R. Nothing but Gold, Melbourne, 1999
Bate, W. Victorian Gold Rushes, Melbourne, Penguin, 1988
Bate, W. Lucky city: the first generation at Ballarat, 1851-1901, Melbourne, 1978
Carboni, R. The Eureka Stockade, Melbourne 1993
Currey, C. H. The Irish at Eureka, Sydney, 1954
Goodman, D. Gold Seeking: Victoria and California in the 1850s, Sydney, 1994
Harvey, J. Eureka rediscovered: in search of the site of the historic stockade, Ballarat, 1994
McCalman, I.,Cook, A., Reeves, A. (eds.) Gold: Forgotten Histories and Lost Objects of Australia, Melbourne, 2001
MacQueen, H. A New Britannia, Melbourne, Penguin, 1971, 177-87
Ross, R. S. Eureka: freedom’s fight of ‘54, Melbourne, 1914
Sadlier, J. Recollections of a Victorian Police Officer, Robertson, Melbourne, 1913, 44
Withers, W. B. The History of Ballarat: from the first pastoral settlement to the present time, Ballarat, 1887
### Week 7 Jandamarra

#### Essential readings

**Historiography**


**Document**


#### Discussion Questions

1. Howard Pedersen writes about his meeting with Bunuba man Banjo Woorunmurra. How did Woorunmurra change and shape the Pedersen's ideas about history and his research?
2. Compare Woorunmurra's and Pederson's accounts of the Jandamarra story. How do these 'black' and 'white' accounts differ? Should non-Aboriginal historians always work with Aboriginal historians?
3. Why did Jundamurra co-operate (albeit briefly) with the European invader? Some historians have argued that such cooperation was evidence of Aboriginal accommodation and agency. Do you agree?
4. Contemporaries condemned Jandamarra as a criminal. Should we now see him as a hero?
5. Does seeing the photographs of Jandamarra's country help you understand the story better? Should historians be personally familiar with the places they write about?

#### Document Questions:

1. What does Pilmer's diary tell us about Aboriginal resistance in the Kimberleys? What does it tell us about *Countryman*'s readership?
2. How did Europeans justify the killing of Jundamurra?

#### Further Reading

- Hasluck, P. *Black Australians: A Survey of Native Policy in Western Australia, 1829-1897*, Melbourne University Press, 1942
- Hunt, S. *Spinifex and Hessian*, Perth, 1986, ch. 4
- Idriess, I. *Outlaw of the Leopolds*, Chs 1-8 and 236-244
- Muecke, S. *et al.* ‘Pigeon the outlaw: history as texts’ *Aboriginal History*, 9, 1985, part 1, 81-100
- Nyoongah, Mudrooroo (formerly Colin Johnson) *Long Live Sandawara!* Melbourne 1987, Ch. 5 Sandawara goes to war’, 69-83 (NB this is a fictionalised account).

Reynolds, Henry  *The Other Side of the Frontier*, Ringwood, 1981, Chs. 3 & 4

**Week 8 Walking tour of Randwick: A Victorian Suburb**

**Meeting place and times to be announced!**

**Essential reading**


**Week 9 Prostitution in the colonies**

**Essential reading**

- Su Jane Hunt  *Spinifex and Hessian: Women’s lives in North-Western Australia, 1860-1900*, Nedlands, 1989, 104-120
- Victoria K. Haskens  ‘Down in the gully and just outside the garden walk’: white women and the sexual abuse of Aboriginal women on a colonial Australian Frontier, *History Australia*, vol. 10, no. 1, 2013, 11-34

**Historiography**


**Documents**

- Extract from Royal Commission on alleged Chinese Gambling and Immorality, Minutes of Evidence, Sydney, 1892, in Ruth Teale (ed.) *Colonial Eve: Sources on Women in Australia, 1788-1914*, Melbourne, Oxford University Press, 1978
- Extracts on prostitution from Kay Daniels and Mary Murnane, *Uphill All the Way: A Documentary History of Women in Australia*, University of Queensland Press, 1980, 97-101

**Discussion questions**

1. How did contemporaries explain the existence of prostitution in colonial society? How did moral and hygienic considerations conflict or overlap in the development of policies to deal with prostitution.

2. How did the image of indigenous women as ‘debased but fatally attractive’ influence attitudes towards and treatment of them in this period?

**Document questions**

1. Compare the interests and concerns of the Royal Commissioners with those of ‘Adelaide_ _ _’ during the 1892 Royal Commission on Chinese Gambling and Immorality.

2. How does the *Women’s Voice* article illuminate the meaning of ‘the double standard’ in this period?

3. What does Walter Reid’s letter tell us about the role of the Royal Navy in the formulation and administration of colonial laws regarding prostitution? What does it say about the difficulties experienced by the authorities in achieving their objectives?
Further reading

Arnot, Meg
‘The Oldest Profession in a New Britannia’ in V Burgmann & J Lee (eds.), *Constructing a culture*, Melbourne, 1988, 46-62

Daniels, Kay

Frances, Raelene
A history of prostitution in Australia’ in Roberta Perkins et al (eds.), *Sex Work and Sex Workers in Australia*, Sydney 1994

Frances, Raelene

Horan, Susan

Hunt, Su Jane
*Spinifex and Hessian: Women’s lives in North-Western Australia, 1860-1900*, Nedlands, 1989, chapter 5, Japanese Prostitution

McConville, Chris
‘The location of Melbourne’s prostitutes 1870-1920’ *Historical Studies*, vol. 19, no. 74, 1980, 86-97

McConville, Chris
‘From criminal class to underworld’ in G Davison et al (eds.), *The Outcasts of Melbourne*, Sydney, 1985, 69-91

Robert, Hannah
‘Disciplining the Female Aboriginal Body: inter-racial Sex and the pretence of Separation, *Australian Feminist Studies*, vol. 16, no 34, 2001

Sissons, D. C. S.

Week 10 Origins of the White Australia Policy

Essential readings

Historiography
Marilyn Lake,

Shirley Fitzgerald

Documents

Discussion Questions:
1. What is Lake’s main argument? How does her article shed new light on understandings of the Chinese in nineteenth-century Australia?
2. Were the Chinese in Sydney united in loyalty to one another against European racism?

Document Questions:
1. What do these documents reveal about the nature of the opposition to Asian immigration in colonial Australia?
2. What connections are apparent between racial and gender anxieties?
Further Reading

Cole, D.  
The Crimson Thread of Kinship: Ethnic Ideas in Australia, 1870-1914’,  
*Historical Studies*, vol. 14, no. 56, April 1971, 511-525

Corris, P.  
*Passage, Port and Plantation: A History of Solomon Islands Labour Migration 1870-1914*, Melbourne, 1973

Cronin, K.  
*Colonial Casualties: Chinese in early Victoria*, Melbourne, 1982

Curthoys, A. & Markus, A. (eds.)  
*Who are our Enemies? Racism and the Working Class in Australia, Sydney*, 1978, esp. chs. 3, 5, 6, 7

Docker, J., & Fischer, G.  
*Race, Colour and Identity in Australia and New Zealand*, Sydney, UNSW Press, 2000

Evans, Raymond  
*Race Relations in Colonial Queensland*, St. Lucia, 1988

Evans, Raymond et al  
*Exclusion, Exploitation and Extermination: Race Relations in Colonial Queensland*, Sydney, Australia and New Zealand Book Company, 1975

Fitzgerald, S.  

Lydon, J.  

Markus, Andrew  
*Fear and Hatred. Purifying Australia and California*, Sydney, 1979, esp. Pt. 4

Moore, Clive  
*Kanaka*, Port Moresby, 1985

Price, Charles  
*The Great White Walls are Built: Restrictive Immigration to North America and Australasia 1836-1888*, Canberra, 1974

Reynolds, Henry  
‘Racial thought in early colonial Australia’, *Australian Journal of Politics and History*, vol. Xx, no 1, April 1974, 45-53

Walker, D. & Ingleson, J.  

Yarwood, A.T. & Knowling, M.J.  
*Race Relations in Australia. A History*, Sydney, 1982

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**Week 11 The 1890s**

**Essential readings**

**Historiography**

Melissa Bellanta  

Scates, Bruce  

**Documents**


Victorian Police Reports, Constable Wardley, re ‘Unemployed movements’ 26 January 1893 and subsequent recommendation to prosecute William Lofman, in Colonial Secretary’s Reports, Victorian Public Records Office.
Letter, Passmore Edwards (Organising Secretary Unemployed Committee) to C H Chomley (Chief Commissioner of Police) Victorian Public Record Office, 10 June 1892.

Discussion Questions
1. What is Melissa Bellanta’s main argument? Do you find it convincing?
2. What strategies did the unemployed use to survive the 1890s depression? Why were there few or no government strategies to deal with unemployment?
3. What role did women play in unemployed protest? What does ‘moral economy’ refer to and how did it shape their expectations and demands?
4. Was the unemployed agitation a reflection of class conflict in Australian society? Did unemployment unite or divide the workless? What was its effect on the working classes as a whole?

Document Questions
1. To whom do the orators appeal and why? How did they differ in their strategies and beliefs?
2. Discuss the significance of the women’s demonstration of 6 June 1892? Did it challenge or reflect gender roles? Who were the women attacking?
3. How did the authorities, most obviously the police, respond to popular protest? What were the constraints on that response?

Further Reading
Burgmann, Verity *In Our Time: Socialism and the Rise of Labour, 1885-1905*, Sydney, 1985, ch. 5
Davison, Graeme *The Rise and Fall of Marvellous Melbourne*, Melbourne, 1978, ch.9
Dickey, Brian *No Charity There: A Short History of Social Welfare in Australia*, Melbourne, 1980, ch 4
Endres, T. & Cook, Malcolm ‘Administering the Unemployed Difficulty: the NSW Labour Bureau, 1892-1912’, *Australian Economic History Review*, 26, 1, March 1986, 56-70
Gollan, Robin *Radical and Working Class Politics*, Melbourne, 1976
James, Bob *Anarchism & State Violence in Syd & Melb 1886-1896*, Newcastle, 1986, ch. 8
Kennedy, Richard *Charity Warfare*, Melbourne, 1986, ch. 5
Lane, Ernie *Dawn to Dusk: Reminiscences of a Rebel*, Brisbane, 1939, ch. 3
Rudé, George *Popular protest and ideology*, London, 1985
### Essential readings

#### Historiography

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<th>Author</th>
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<th>Year</th>
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#### Commentary


#### Document


### Discussion Questions

1. What point is Mark McKenna making about the meaning of ‘the crown’ in Australian history?
2. What do Moreton-Robinson and Nicoll mean by “a rationality of possession”?
3. How does your knowledge of nineteenth-century Australian history help you critique the claims made by the conflicting parties in the events at Cronulla in December 2006?
4. What does the extract from the *Bulletin* of 1887 tell us about Australian nationalism?
5. Do the Lake/Birrell discussion and the Moreton-Robson/Nicoll article focus issues that are useful for understanding Australia’s past and present problems?

### Further Reading

<table>
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<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<tbody>
<tr>
<td>Alomes, Stephen</td>
<td><em>A Nation at Last</em>, Sydney, 1988</td>
<td></td>
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<tr>
<td>Birch, Tony</td>
<td>&quot;'History is never bloodless': Getting it Wrong After One Hundred Years', <em>Australian Historical Studies Special Issue: Challenging Histories: Reflections on Australian History</em>, vol. 33, no 118, 2002, 42-53</td>
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<tr>
<td>Birrell, B.</td>
<td><em>A Nation of Our Own</em>, Longman, 1995</td>
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<tr>
<td>Bolton, Geoffrey</td>
<td><em>Edmund Barton: The one man for the job</em>, Sydney, 2000</td>
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<tr>
<td>Grimshaw, P.</td>
<td>'Federation as a Turning Point in Australian History', <em>Australian Historical Studies Special Issue: Challenging Histories: Reflections on Australian History</em>, vol. 33, no 118, 2002, 25-41</td>
<td></td>
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</tr>
<tr>
<td>Hirst, J.</td>
<td>‘Can subjects be citizens?’ in D. Headon, et.al. (eds.), <em>Crown or Country: The Traditions of Australian Republicanism</em>, Sydney, 1994</td>
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Week 13 Essays Returned

ASSESSMENTS

TEXT INTRODUCTION
Contribution to assessment: 10%

Part of your assessment is a 5-minute oral introduction to one of the historiographical readings in the tutorial program’s ‘Essential Reading.’ These readings will be allocated in the first tutorial. Since all students will have read the article or chapter, you do not need to summarise it in detail, though it would be helpful to orient us to the reading by briefly outlining the main content. Your text introduction should address the following:

1) What is the basic content of the text; what's it about i.e. time, place and subject

2) What is the basic argument being made? If there is not a clear argument, what is the author saying about that context? How is he or she interpreting the subject?

3) What struck you as particularly interesting?

4) What question/s arise from the reading that you would like to address to the class? (Think of at least two).

TUTORIAL ASSIGNMENT
Due: Week 5: Thursday 7 April
Word length: 1000 words
Contribution to assessment: 30%

Question: Pick 2 primary sources that provide contrasting perspectives on one theme of the course that has been covered up to and including week 5. What do they tell us about colonial Australia? How useful is each one, in what ways, and why?

Explanation: History is based on historians’ interpretations of primary sources. This exercise is intended to give you the chance to write a short piece of history from primary sources. It is due early in
the session i.e. Week 5 so that you will get feedback early in the course. You should be thinking about what you will do in this exercise and looking for interesting sources from week 1.

By analysing 2 different sources that provide contrasting information about or points of view relating to the same topic you can discuss how they shed light on some aspect of early Australia. You can also discuss the methodological issues involved in interpreting them and the questions they raise that require more research. You should refer briefly to secondary sources - particularly to indicate what your sources contribute to the historiography, and to flesh out context if needed. It is also helpful to check the Australian Dictionary of Biography, an online scholarly resource, in case there is a brief biography of the author of your source. This can be very helpful in providing insight into its immediate and broader context. However, the bulk of the assignment should be based on the 2 primary sources of your choice. So take care to choose ones that will give you something interesting and important to say, perhaps providing contrasting perspectives on the same issue or event.

You can choose any 2 primary sources (excluding the documents in the Essential Reading lists) that relate to any of the themes in the course we have covered up to and including week 5 e.g. early Sydney, first encounters between Aborigines and Europeans, male convicts, female convicts, pastoralism, Aboriginal resistance and accommodation on the frontiers, new colonies and the emergence of respectable society.

Historians usually work from written documents, but you can also include art works and buildings. You do not have to choose a whole document, but the extract needs to be long enough for you to draw some conclusions of significance. (Use the length of the documents in your Essential Reading lists as a guide to this.)

The 2 sources should relate to the same topic so that you can compare and contrast what they tell you. When you are thinking about your sources you should consider the following questions - your responses to them will provide you with the basis of your discussion of methodological issues:

- what is it? who produced it? when? why?
- what is the point of view of the author/creator?
- who is its intended audience?
- what does it seek to reveal? Is it seeking to obscure anything?
- does it convey unintended messages?

Note that your assignment should be written in continuous prose and should be a specific response to the question posed in the box above. It should not be a series of dot points in response to these questions.

When submitting your assignment, please ensure it includes a copy of the primary documents. If one is an artwork or a building, please include an image of it. The assignment must be submitted electronically through Moodle. If it is submitted any other way, it will not be accepted.

The library contains many collections of relevant documents from which you can choose.

**Collections of documents:**
- CMH Clark (ed) *Select documents in Australian history, 1788-1850* Angus & Robertson, 1950.
- F K Crowley (ed) *A documentary history of Australia: colonial Australia*, Nelson, 1973
- M Quartly et al. (eds.) *Documents on women in colonial Australia*, Sydney 1995.
R Ward & Robertson J  Such was life: select documents in Australian social history, Sydney, 1969.
Elizabeth Webby  Colonial voices: letters, diaries, journalism and other accounts of nineteenth century Australia, University of Qld Press, 1989.

Memoirs, letters, documents
In addition to the collections listed above there are thousands of volumes of primary sources in the form of individuals’ memoirs, letters, journals, advice books in the UNSW Library, as well as Fisher Library at the University of Sydney and the Mitchell Library in the city. You can access these either through the names of individuals or via a subject search.

Websites
Many major Australian libraries have started to digitize their collections, including primary materials, and they continue to do so. So you will find letters, diaries, government reports and newspapers online. A good way into this is via TROVE (formerly Libraries Australia), the database of the National Library of Australia. You can access this via the UNSW Library Catalogue.

RESEARCH ESSAY
Due: Week 10: Monday 16 May
Word length: 3000 words
Contribution to assessment: 40%

Before you can start reading for this essay you will need to compile a list of relevant sources. There are a number of ways of doing this, and you should try a combination of the following:

[1] Refer to the Australian History Subject Guide via the UNSW Library’s home page. It provides access to databases, key resources, reference books and journals. Check out the Library’s Australian History subject guide at: http://subjectguides.library.unsw.edu.au/history/australian
[2] The most important database for this subject is APAFT, which you can access through the Australian History Subject Guide or directly via the library catalogue. It is an index to articles published in Australian history and you can search via subject and author.
[3] Try the subject search on the library’s computers. You will need to think laterally about the keywords you use - try various combinations. This will only produce book references. For articles see [2] above.
[4] Once you locate relevant books and articles, check their footnotes and bibliography for other possible sources.
[5] Go through the journals listed in the library guide. Recent issues of journals such as Australian Historical Studies also carry extensive book reviews that may give you additional leads.
[6] General Histories, can provide a starting point for essays, providing general context for your specific topic and also giving the major sources.
[7] Once you locate one relevant book, you can simply browse through the library shelves near where this book is located which will contain similar works that could be useful.
[8] Primary sources: you must use some primary sources in your essay but they will take a less prominent role than in the tutorial assignment.

Essay tips
• Address the question/topic
• Set out your argument at the start of the essay in the introduction. Have a sustained and clear argument throughout the essay.
• Use primary evidence to support your argument.
• Avoid repetition. Use the final sentence of a paragraph to indicate how the evidence you have just presented adds to your argument.
• Contextualise your argument – use dates. History essays are supposed to examine an issue in a particular context to show how something has changed over time. You must clearly demonstrate what the context of your topic is.
• Be specific wherever possible – use people’s names and dates when events occurred.
• Students are rewarded for the originality of their argument and the sophistication of their analysis of historical documents. This demonstrates their research and analytical skills. The best essays also take into account the arguments of other historians and their interpretation of similar material or events. Do you agree with them? Why? Why not?
• Always have a succinct conclusion that relates back to your introduction and summarises the case you have been setting out through the body of the essay.

A note on websites and web-based research
Please note that websites are often not acceptable substitutes for print-based research. If you wish to include web-based research, please use only those sites that are likely to contain reliable material, that is sites created by universities, libraries, archives and some government bodies, and electronic academic journals. Reference websites properly, citing author, title, date and place of origin. Do not simply list the website address, this will NOT be accepted.

Notes on assessment of essays
• Your research essay should not include documents used in your tutorial exercise.
• You must answer the question as given – do not shorten, alter or amend it in any way. Type the full question at the top of your paper.
• You are expected to consult at least EIGHT references and list them in your bibliography.
• This number is the minimum and EXCLUDES websites unless they are digitized versions of scholarly material e.g. articles, books or primary sources.
• You may include Key Readings from the Essential Readings lists but make sure you cite the original source correctly.
• All papers should be properly footnoted and provide a synopsis and a bibliography.
• Plagiarism. Please note UNSW’s policies on plagiarism. Plagiarism cannot be tolerated and will be dealt with severely.
• All essays should be submitted electronically to Moodle only. Do not submit by fax, by email to your tutor, by computer disc, or by hard copy. These are not acceptable.

Research Essay Topics

1. Analyse European portrayals of Aboriginal women in either written or visual sources or both in the period to 1850. (You may either analyse 3 or 4 sources in depth or make more use of secondary sources to discuss more sources more broadly.)

2. In 1790 Lieut. Ralph Clarke, gazing upon the arrival of the Lady Juliana with 200 female convicts on board, was famously said to have uttered ‘No no – surely not! My God - not more of those damned whores’. How and why did convict women get the reputation for being ‘damned whores’? Analyse the contribution they made to early colonial society.

3. Lachlan Macquarie has been seen as an idealist and reformer who transformed NSW from a ‘penal camp to a young nation with a future’. To what extent is this reputation deserved? Why did he lose favour with the British government?

4. Assess the role played by homophobia in the ending of convict transportation to NSW.

5. Caroline Chisholm, Australia’s best-known nineteenth-century philanthropist, has been memorialised in a suburb, an electorate, several schools and buildings, a stamp and the $5 note. What did she achieve? To what extent did she reinforce mid nineteenth-century views of women and to what extent did she challenge them?

6. Analyse the various effects of the gold rushes to south-east Australia in the 1850s on Indigenous peoples.
7. The Eureka conflict has been assumed to have been ‘a key moment in the forging of Australian masculinity’ but recent research has revealed the active involvement of women. Analyse the range of their activism. Why is it significant?

8. Why was there a massacre of Aboriginal people at Myall Creek in 1838? Analyse its significance.

9. Anti-Chinese sentiment grew significantly in late 19th century Australia and yet a small stream of white women married or lived with Chinese men. What do these marriages reveal about race and gender relations in colonial society?

10. The historian Bill Gammage has written that there were two Ned Kellys: ‘One was hanged in Melbourne in 1880. The other lives and began supplanting the first even before he died.’ (Oxford Companion to Australian History) Who was the historical Kelly and how and why did he become such a powerful subject of mythology?

11. How did cricket reflect ideologies associated with race and nationalism in the second half of the 19th century?

12. How and why did larrikinism become ‘the scourge of urban colonial society’ in the 1880s?

13. Historian Susan Magarey has argued that the behaviour and aspirations of late nineteenth-century feminists were seen as ‘indecent’. (Passions of the First Wave Feminists, p. 30). In what ways and why? How and why did they succeed in gaining the suffrage?

14. Using primary and secondary sources analyse how and why the figure of ‘the Australian Girl’ emerged in the late 19th century. What characteristics were attributed to her?

15. Historian Graeme Davison has argued that by the end of the nineteenth-century ‘urban disillusionment and rural myth-making were intertwined’ in the imaginations of Australia’s leading writers and artists. (The Rise and Fall of Marvellous Melbourne, p 257) How did this intertwining occur? Analyse its impacts on Australian cultural nationalism.

16. How and why did white women’s social and legal status change between 1880 and 1900?

17. How did technological developments shape Australian society in the second half of the nineteenth century?

18. Analyse the factors leading to the passage of the White Australia policy in 1901. Do you think economic or racial anxieties were more important in its formation?

19. How did the pursuit of leisure reflect class and gender differences in the late colonial period?

20. According to Henry Reynolds’ North of Capricorn, advocates of White Australia were fearful of and hostile to the tropical and multi-racial north but there were surprisingly few expressions of racism in the north itself. Why was ‘the north’ different? How do you explain this disjunction?

21. Why was there a flourishing of alternative religions in late nineteenth-century Australian cities? What were their attractions, particularly to women?

22. Inspired by the depression of the 1890s, Henry Lawson wrote ‘there is no prison like the city for a poor man’. What were the causes of the depression of the 1890s? Compare its effects on white women and men.

23. Describing Australia and America as ‘New World Cousins’, historian Roger Bell has argued that ‘American experiences served as important symbols or warnings’ from the first settlement. (Implicated: The United States in Australia, p 19) Analyse American influences on nineteenth century Australia.