ARTS3279 Course Outline

School of Humanities and Languages

ARTS 3279 Winners and Losers: poverty, welfare and justice in Australian history
Semester One, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
<td>Room</td>
<td>Email</td>
</tr>
<tr>
<td>A/Prof Anne O’Brien</td>
<td>Morven Brown 368</td>
<td><a href="mailto:anne.obrien@unsw.edu.au">anne.obrien@unsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2384</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 12-1; Wednesday 4-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Winners and Losers explores how inequality has been reproduced in Australian history and how successive generations have treated the casualties of the economic system. It asks which competing groups in society were responsible for change and what political and cultural values influenced their decision-making. It examines the historical relationships between poverty and &quot;social problems&quot; such as domestic violence, analyses Australia's image as home of egalitarianism and examines eugenic ideas and practices. Race, gender, class, age and religion are important categories of analysis in all topics. The course interweaves chronology and theme and makes links with contemporary society to provide the depth of perspective for a critical engagement with contemporary debates on issues related to welfare. It is particularly pertinent to students of social work, law, medicine and politics as well as students of history.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. This course aims to provide students with an understanding of the mechanisms of inequality in Australian history.</td>
</tr>
<tr>
<td></td>
<td>2. If offers the opportunity to study in greater depth issues and themes surveyed in second year history courses.</td>
</tr>
<tr>
<td></td>
<td>3. By facilitating independent primary research in Australian history it prepares students for advanced study at honours level.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>1. understand how ideas about welfare have shaped Australian history</td>
</tr>
<tr>
<td></td>
<td>2. develop an understanding of shifts in welfare historiography</td>
</tr>
<tr>
<td></td>
<td>3. develop skills in devising and completing research projects</td>
</tr>
<tr>
<td></td>
<td>4. sharpen skills in interpreting texts</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td>1. skills of critical, creative and imaginative thinking about society, culture and the arts</td>
</tr>
<tr>
<td></td>
<td>2. value for and capacity for ethical, reasoned and open-minded discussion and debate</td>
</tr>
<tr>
<td></td>
<td>3. an understanding of the experiences and world-views of other times, places and cultures</td>
</tr>
<tr>
<td></td>
<td>4. an informed understanding of human experience, human culture and society</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

My fundamental aim in teaching is to encourage students to share my own love of ideas – to build arguments, then juxtapose contradictions, to observe irony, pathos, paradox, aspiration and ‘the ordinary’ in human experience past and present. I promote student engagement in the learning process by encouraging a supportive and stimulating environment for discussion and activity in tutorials and by being available to students for personal consultation.

4. Teaching Strategies

Lectures and tutorials provide the framework of the course. The research and writing you do in your own time enables you to develop your research interests.

The lectures provide much input from me but are also interactive. They distil wide reading, summarise debate, present inaccessible material, are illustrated and come with their own question sheets. Unless you attend lectures regularly you will not have ‘heard’ the course and will not be able to write an adequate ‘In-class Reflection’ on the course at the end of the session.

The two-hour tutorial enables us to engage in a variety of forms of Learning and Teaching:

1) Small-group and large-group discussion of key readings. All students must read all the assigned readings for each week and come to class prepared to discuss them. The tutorial readings focus on specific aspects of the broader issues covered in the lectures.

2) Document presentation: each student will make a brief (5-10 minute) presentation to the class on one of the documents they are using for their Document Exercise (for details of this and other assessments see pages at the end of this outline.)

3) All students will receive individual guidance from me regarding their Document Exercise and Major Essay

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>Document exercise</td>
<td>1000 wds</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 5, 2 April</td>
</tr>
<tr>
<td>Research essay</td>
<td>3500 wds</td>
<td>50%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 10, 15 May</td>
</tr>
<tr>
<td>Document presentation</td>
<td>c.10 minutes</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>In class</td>
</tr>
<tr>
<td>In-class reflection</td>
<td>1 hour</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

Students must fulfil all the above assessment requirements.

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/

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Students must submit two copies of each assessment task, one hard copy and one electronic copy.

All hard copy assignments are to be submitted to the School Assignment Box, outside the front counter of the School of Humanities and Languages, level 2, Morven Brown building. They must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

In addition, an electronic copy must be submitted through Moodle on Turnitin by 5pm on the due date.

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.

- 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/

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_Policy.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.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: http://www.lc.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
10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 March</td>
<td>Introduction to course</td>
<td>Approaching poverty</td>
<td>No tutorial</td>
<td>See below</td>
</tr>
<tr>
<td>9 March</td>
<td>The British inheritance</td>
<td>Meanings of philanthropy</td>
<td>Thinking about poverty and welfare</td>
<td>See below</td>
</tr>
<tr>
<td>16 March</td>
<td>The Rising generation</td>
<td>Child removal and families in poverty</td>
<td>Surviving the early colonies</td>
<td>See below</td>
</tr>
<tr>
<td>23 March</td>
<td>Distinctiveness of Australia welfare</td>
<td>19th century poverty &amp; the social laboratory</td>
<td>Women and philanthropy</td>
<td>See below</td>
</tr>
<tr>
<td>30 March</td>
<td>Contagion and the social order</td>
<td>Doctors, bureaucrats &amp; eugenicists</td>
<td>Domestic servitude</td>
<td>See below</td>
</tr>
<tr>
<td>13 April</td>
<td>Humanitarians and activists</td>
<td>Indigenous welfare?</td>
<td>Disease and disability</td>
<td>See below</td>
</tr>
<tr>
<td>20 April</td>
<td>The work ethic confounded</td>
<td>Depression</td>
<td>Indigenous activism</td>
<td>See below</td>
</tr>
<tr>
<td>27 April</td>
<td>Women and welfare</td>
<td>Dependency entrenched?</td>
<td>Domestic violence</td>
<td>See below</td>
</tr>
<tr>
<td>4 May</td>
<td>The Quarantine Station</td>
<td>Excursion</td>
<td>Excursion</td>
<td>See below</td>
</tr>
<tr>
<td>11 May</td>
<td>War and welfare</td>
<td>Labor triumphant?</td>
<td>Veterans’ welfare</td>
<td>See below</td>
</tr>
<tr>
<td>18 May</td>
<td>Egalitarianism</td>
<td>Myths and experience</td>
<td>Migrants and welfare</td>
<td>See below</td>
</tr>
<tr>
<td>25 May</td>
<td>Neo-liberalism</td>
<td>Inventing the dole bludger</td>
<td>Perspectives</td>
<td>See below</td>
</tr>
<tr>
<td>1 June</td>
<td>Class test</td>
<td>No lecture</td>
<td>In-class reflection</td>
<td>See below</td>
</tr>
</tbody>
</table>

11. Course Resources

**Textbook Details**

There is no textbook assigned for this course, but there are links in Moodle to all the essential readings.

**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 Religious History
- Journal of the Royal Australian Historical Society
- Journal of Australian Studies
- Australia & New Zealand Journal of Sociology
- The Australian Journal of Social Work
Journal of Policy History
The following recent issues of major journals are dedicated to welfare history:
History Australia, vol 2, no 3, December 2005
Australian Historical Studies, vol 39, Issue 2, June 2008

Additional Readings

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Murphy</td>
<td>A Decent Provision: Australian welfare policy, 1870-1949</td>
<td>Farnham: Ashgate, 2011</td>
</tr>
<tr>
<td>S Swain &amp; M. Hillel</td>
<td>Child, Nation, Race and empire</td>
<td>(Manchester, 2010)</td>
</tr>
<tr>
<td>Stephen Garton</td>
<td>Out of Luck</td>
<td>(Sydney, 1990)</td>
</tr>
<tr>
<td>Brian Dickey</td>
<td>No Charity There</td>
<td>(Sydney, 1987)</td>
</tr>
<tr>
<td>Stuart Macintyre</td>
<td>Winners and Losers</td>
<td>(Sydney, 1985)</td>
</tr>
<tr>
<td>Jill Roe (ed)</td>
<td>Social Policy in Australia</td>
<td>(Sydney, 1976)</td>
</tr>
<tr>
<td>Cora Baldock et al</td>
<td>Women, Social Welfare and the State</td>
<td>(Syd, 1983)</td>
</tr>
</tbody>
</table>

Websites


http://trove.nla.gov.au search online for books and pictures and early Australian newspapers.

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

http://www.historyandpolicy.org Website of ‘History and policy’ a collaboration between historians, policymakers and the media.

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://my.unsw.edu.au/student/atoz/Complaints.html

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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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

### Week 2  
**Introductory tutorial: thinking about poverty and welfare**

This tutorial will include an explanation of the tutorial program, the format of tutorials and assessment expectations. It will introduce the themes of the course, focusing on contemporary media beat-ups of the threat posed by ‘deprivation.’

**Essential reading**

- **Marguerite O’Hara,** ‘No place like home: analyzing The Oasis’, *Screen Education*, no 50, Winter, 2008.

### Week 3  
**Surviving the early colonies**

**Essential reading**

- **Grace Karskens,** “Many Laybouring People” in *The Rocks: Life in Early Sydney*, (Melbourne, 1997)
- **Garton, Stephen**
  

**Document:**

‘Coroner’s Inquest: evidence of Mary Vowles’, *Colonial Times* (Hobart), 20 March, 1838. [51-52]

**Further Reading:**

- **Anne O’Brien**  

- **Bereen, R**
  

- **Garton, Stephen**
  

- **Alan Atkinson**
  

- **Evans, Raymond**
  

- **Fraser, D**
  

- **Hirst, J.B.**
  
Poynter, J R  
*Society and pauperism: English Ideas on Poor Relief 1795-1834*  
(Melbourne, 1969)

Dickey, B  
*No Charity There: A short history of social welfare in Australia*  
(Sydney, 1980) chapters 1 & 2.

Dickey, B.  

Dare, R  
"Paupers’ Right: Governor Grey and the poor law in South Australia"  
*Australian Historical Studies* vol 25 October.

Brown, Joan C.  
“Poverty is not a crime: The Development of Social Services in Tasmania 1803-1900"  
(Hobart, 1972) chapters 1, 2 & 3.

Stretton, H  
*Poor Laws of 1834 and 1996*. The fifteenth Sambell memorial oration  
(Brotherhood of St Laurence Melbourne,1996)

Lloyd, Clem  
“‘Poor naked wretches’: A historical overview of Australian homelessness”, in Patrick Troy (ed) *European Housing in Australia*, Cambridge, 2000.[In Study Kit week 11]

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**Week 4**  
**Women and Philanthropy**

**Essential Reading**

Swain, Shurlee  
“Selina Sutherland: Child Rescuer” in Marilyn Lake and Farley Kelly (eds) *Double Time: Women in Victoria - 150 Years* (Melb, 1985)]

Godden, Judith  

Godden, Judith  

**Document**


**Further Reading:**

Swain Shurlee  
“Religion, Philanthropy and Social Reform: Meanings, Motivations and Interactions in the lives of Nineteenth Century Australian Women”,  

Allen, Judith  
*Rose Scott: Vision and revision in feminism*, Oxford, University Press,  
Melbourne 1994. pp. 81-7

Godden, Judith  

McGrath, Sophie  

Kyle, Noeline  
'Delicate health ... interesting condition ...': Eliza Darling, pregnancy and philanthropy in early New South Wales, *History of Education*, v.24,  
no.1, Mar 1995: (25)-43
Magarey, Susan  
Unbridling the tongues of women: a biography of Catherine Helen Spence (Sydney, 1985) chapter 4.

Prochaska, F K  

Prochaska, F K  

Radi, Heather (ed)  
200 Australian Women (Sydney, 1988) See entries for: Mary Colton, Catherine Spence, Eliza Pottie, Emily Dobson, Janet Clarke.

Swain, Shurlee  
“Mrs Hughes and the ‘deserving poor’” in M Lake and Farley Kelly (eds) *Double Time* (Melb, 1985)

Windschuttle, E.  
“‘Feeding the poor and sapping their strength’: 1788-1850” in Elizabeth Windschuttle, *Women, Class and History* (Fontana, 1980)

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**Week 5**  
Children and domestic servitude

**Essential Reading**


Shurlee Swain,  

Victoria Haskins,  
‘And so we are ‘Slave owners’! Employers and the NSW Aborigines Protection Board Trust Funds.’ *Labour History*, 88, May 2005: 147-164

Sabbioni, Jennifer  

**Further Reading:**

Evans, Caroline  

Haskins, Victoria  

Goodall, Heather  
"Saving the children" *Aboriginal Law Bulletin* 2, no 44 June 1990.

Walden, Inara  
“That was slavery days”: Aboriginal domestic servants in New South Wales in the Twentieth century” in Ann McGrath and Kay Saunders (eds) *Aboriginal Workers, Special Issue of Labour History* 69 (November 1995)

Hetherington, Penelope  
Settlers, Servants and Slaves: Aborigines and European children in Nineteenth Century NSW (Perth, 2002)

Robinson, Shirleen  

Haebich, Anna  

Kingston, Beverley  
*My Wife, My Daughter and Poor Mary Ann*, (Melbourne, 1975)

Higman, B W  
*Domestic Service in Australia*, (Melbourne, 2002)
Dickey, Brian  
*No charity there* (Sydney, 1987) chapter 3

Huggins, Jackie  

Huggins, Jackie  

Van Krieken, Robert  
*Children and the state* (Sydney, 1991) chapters 5 & 6.

### Week 6  
**Disease and Disability**

#### Essential Reading

Watters, Greg  

Ann Williams,  
“A Terrible and very present danger”: eugenic responses to the “Feeble-minded” in New South Wales 1900 to 1930’ in “A Race for a Place”: Eugenics, Darwinism and Social Thought and Practice in Australia: Proceedings. (University of Newcastle, 2000) pp 297-305

#### Documents:

‘Chinese and leprosy’, *The West Australian*, 19 November, 1896 [140]  
‘Alleged Leprosy in Perth’, *The West Australian*, 29 September 1898 [141]

#### Further Reading:

**on Disease**

Bashford, Alison  

Bashford, Alison & Hooker, Claire  
*Contagion: Historical and Cultural Studies* (London, 2001)

Bashford, Alison  

Curson, Peter  

Curson, Peter  

Amiet, Christina  

Bashford, Alison  
Immigration and health: law and regulation in Australia, 1901-1958 *Health and History*, v.6, no.1, 2004: 97-112

Kelly, Max  

Townsend, Ian  
Learning from forgotten epidemics, in: *Staying Alive Griffith Review*, no.17, Spring 2007: (55)-65
Gistitin, Carol  

Maglen, Krista  
Quarantined, exploring personal accounts of incarceration in Australian and Pacific quarantine stations in the nineteenth century *Journal of the Royal Australian Historical Society*, v.91, no.1, June 2005: (1)-14

Foley, Jean D  

Thearle, Michael D  

*on Disability:*

Fox, Charles  

Hall, Guy & Bavin-Mizzi, Jill  

Gillgren, Christina  

Kirk, David & Twigg, Karen  

Kociumbas, Jan  

Kociumbas, Jan  
Reflecting on 'The Century of the Child': Child Study and the School Medical Service in New South Wales in Martin Crotty et al (eds) *A Race for a Place: Eugenics, Darwinism and Social thought and practice in Australia* (Newcastle, 2000)

Ramsland, John  

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**Week 7**  
**Indigenous Resistance and settler blindness**

**Essential Reading**

Jessica Horton,  

Lydon, Jane  
Further Reading:
Goodall, Heather *Invasion to Embassy: land in Aboriginal politics in New South Wales, 1770-1972* (Sydney, Allen & Unwin, 1996)
Barwick, Diane *Rebellion at Coranderrk*, (Canberra, Aboriginal History Inc, 1998)
Atwood, Bain *Rights for Aborigines* (Sydney; Allen and Unwin, 2003)
Maynard, John ‘In the interests of our people’: the influence of Garveyism on the rise of Australian Aboriginal political activism, *Aboriginal History*, v.29, 2005: (1)-22
Horner, Jack *Vote Ferguson for Aboriginal Freedom*, (Sydney, 1974)
McGregor, Russell “Protest and Progress: Aboriginal Activism in the 1930s” *Australian Historical Studies*, no 101, Oct, 1993
Horner, Jack “From Sydney to Tingha: Early days in the Aboriginal Australian Fellowship” *Aboriginal History*, 11 (1) pp33-40

**Week 8 Domestic violence**

Essential Reading

Further Reading:
Allen, Judith *Sex and Secrets*, (Melb, 1990).
Bavin-Mizzi, Jillian *Ravished* (Sydney, 1995)
Evans, Raymond
"A Gun in the Oven: Masculinism and Gendered Violence" in R. Evans and K. Saunders (eds) Gender Relations in Australia: Domination and Negotiation, (Sydney, 1992)

Lake, Marilyn

McConnell, Ruth & Mullins, Steve
We had both been drinking since Christmas’ - battered wives and dead abusive husbands in early colonial Rockhampton, Journal of Australian Colonial History, v.5, 2004: (100)-119

Quayle, Cleonie

O’Shane, Pat

Atkinson, Judy
“Violence in Aboriginal Australia: colonisation and its impact on gender”, Refractory Girl, no 36, August 1990, 21-24

McFerrin, Ludo
domestic violence: stories, scandals and serious analysis, Refractory Girl, nos 44-45, 1993

Cecily Wellington
“My time has come to speak” in Holding Up the Sky: Aboriginal Women Speak, Magabala Books (Broome, 1999)

**Week 9 Excursion: Quarantine Station**

In Week 9 we will be going to the Quarantine Station at Manly. This is an extremely interesting site which operated as a detention centre between 1828 and 1984 for all new arrivals and/or returning citizens who came to Sydney by ship and were suspected of carrying an infectious disease. The groups it dealt with changed over time and its treatment of people within the station depended on their status outside. Our visit will provide a close-up perspective on ‘Contagion and the social order.’ Details of when and how we will get there will be given in class.

**Week 10 Veterans Welfare**

**Essential Reading**

Larsson, Marina

Damousi, Joy

Garton, Stephen

**Further Reading:**

Garton, Stephen
Out of Luck (Sydney, 1990) pp111-115

Jones, Michael
The Australian Welfare State (Sydney, 1980)

Damousi, Joy
The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia, Cambridge, 1999

Damousi, Joy
Living with the Aftermath: Trauma, Nostalgia and grief in post war Australia, Cambridge, 2001.
Garton, Stephen  The war damaged citizen, in  *Transformations in Australian Society*. (1997): (33)-43


Garton, Stephen  Freud versus the rat: understanding shell shock in World War 1  *Australian Cultural History*, no.16, 1997-1998: (45)-59


Aitken-Swan, Jean  *Widows in Australia: A Survey* (Sydney, 1962)

Clem Lloyd & Jacqui Rees  *The Last Shilling: A history of repatriation in Australia*  (Melb, 1994)

Lake, Marilyn  *The Limits of Hope: soldier settlement in Victoria 1915-1939* (Melbourne, 1987)

Kewley, T H  *Social Services in Australia* (Sydney, 1965)


**Week 11 Migrants and welfare**


Sara Wills,  ‘Un-stitching the Lips of a Migrant Nation’  *Australian Historical Studies*, vol 33, no 118, pp 329-338.

**Week 12 Perspectives: interventions and media representations**

**Essential Reading:**

Bill Garner  ‘Lifters and leaners: why the idea of equality of opportunity is a big con’.  *The Age*, 18 June, 2014

**Micro-research:**

Find a recent newspaper article or news clip that focuses some aspect of contemporary debates over welfare and bring it along to class as a discussion starter. Think about what it reveals about the politics and values of its author/outlet and whether knowledge of history might provide a perspective on the issues it canvasses.

**Further Reading:**

*on mutual obligation*

Harris Patricia  “From Relief to Mutual obligation: welfare rationalities and unemployment in 20th century Australia,  *Journal of Sociology*, v.37, no.1, May 2001: (5)-26
Week 13  In-class reflection

ASSESSMENTS
All the assessments are integrated to enable you to focus and develop your own research interests. The major assessment is a Research Essay where you devise your own question on one aspect of the course. The Document Exercise enables you to do some preliminary research on this topic. The Document Presentation enables you to present your ideas to the class and thus benefit from ‘peer

Bane, Mary Jo & Mead, Lawrence  
*Lifting up the poor* (Brookings Institution Press, 2003)

Saunders, Peter (ed)  

Butterworth, Peter  
The experience of welfare receipt: depression, demoralisation and despair, *Impact* (Surry Hills, NSW), Summer 2008: 15-20

Mendes, Phillip  
Peter Costello and the undeserving poor *Australian Rationalist* (1990), no.77, Oct 2007: 2-7

Cronin, Daryl  

Macintyre, Stuart  

McCausland, Ruth & Levy, Marc  

Cass, Bettina  
Contested debates about citizenship rights to welfare: Indigenous people and welfare in Australia in Diane Austin-Broos & Gaynor Macdonald (eds) *Culture, Economy and Governance in Aboriginal Australia* (Sydney: Sydney University Press, 2005)

Martin, Tim  
Facing a lifetime without work, Eureka Street, v.15, no.7, Sept-Oct 2005: 24

on homelessness


Jan Breckenridge & Jane Mulroney  
Leaving violent relationships and avoiding homelessness: providing a choice for women and their children, *New South Wales Public Health Bulletin*, v.18, nos 5-6, May-June 2007: 90-93

Sharon Toohey  
The causes of homelessness among single homeless women: the role of mental health issues, *Parity* (Melbourne), v.20, no.4, May 2007: 16-17

Alice Rota-Bartelink Australia & Bryan Lipmann  
Causes of homelessness among older people in Melbourne, *and New Zealand Journal of Public Health*, v.31, no.3, June 2007:

Denise Thompson  
Note well: while the documents can relate to the essay you cannot, of course, submit the same content for the Document Exercise and the Research Essay. You need to start thinking from Week One about your major essay and the Document Exercise that will help you get into it. I have explained below how each of these will work.

These assessments will allow you to develop the learning outcomes listed above, in particular: to focus on specific issues where poverty, welfare and social justice have shaped Australian history, to frame interpretations within shifts in historiography, and to develop the skills necessary for research: critical thinking, selection of relevant evidence, construction of an argument from evidence and clear writing.

**DOCUMENT EXERCISE**
Due: Week 5, 2 April, 4.00pm  
Word length: 1000 words  
Contribution to assessment: 20%

**Question:** Choose 2 contrasting primary sources and write a paper on how they shed light on one of the major themes of the course. What do these sources tell us about the society of which they were a part? How useful is each one, in what ways, and why?

This exercise is preparation for the major essay. It should be in the same research area as the essay but the essay will use a wider and deeper range of primary material and be more fully engaged with the secondary literature. This exercise is due early in the session ie Week 5 so that you will get feedback early in the course which will assist you in writing the essay, due in Week 10. You should be thinking about what you will do in this exercise from week 1.

The essential aim of this assignment is for you to analyse 2 different sources that provide contrasting insights into the same topic. You must discuss what they reveal about the past and what methodological issues are involved in interpreting them. 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 that relate to any of the themes in the course. Historians usually work from written documents, but you can also include art works and buildings though at least two of your sources should be written documents. 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.

The 2 different 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? what it does not seek to reveal?
- does it convey unintended messages?

Note that your assignment should be written in **continuous prose** and should be a specific response to the questions posed in the box above. It should not be a series of dot points in response to these questions. All papers should be properly **footnoted** and provide a **bibliography**. Please consult The Little Red Booklet. This is freely available to all students via the UNSW history web-page.

When submitting your assignment, please include a copy of the documents in addition to your 1000 word paper. If one is an art work or a building, please include an image of it.
DOCUMENTS
The library contains many collections of relevant documents from which you can choose.

Collections of documents:
CMH Clark (eds) Select documents in Australian history, 1788-1850 Angus & Robertson, 1950.
F K Crowley (ed) A documentary history of Australia: colonial Australia, Nelson, 1973
K Daniels Uphill all the way: a documentary history of women in Australia, U of Q Press, 1980.
M Quarty et (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.

CLASS PRESENTATION
Contribution to assessment 10%
c. 10 minutes
Each student will be allocated a timeslot in one of the tutorials to present their analysis of at least ONE of the primary documents they will be using in their exercise. You need to explain what it is, what its perspective or point of view is, what questions it raises and how it relates to the topic you have chosen. Please email your document(s) to me at least 24 hours before the class so that I can put it on Moodle. This way the whole class can have read it and be prepared to engage with it. This part of the tutorial will form valuable practice for all students in the interpretation of primary documents.

RESEARCH ESSAY
Due – Week 10: Friday 15 May
Word length: 3500 words
Contribution to assessment: 50%
The research essay is the major assessment task of the course. It makes use of the skills you have acquired throughout the semester in the selection and interpretation of both secondary and primary sources, as well as what you have learnt of welfare history in the course. This task also allows you considerable independence and creativity, particularly in your choice of research question and how you approach it.

You will benefit by choosing the same topic area for the essay as the one you used in your document exercise. This will allow you to build on the preliminary work you have done and, because you will have almost the whole semester to concentrate on this topic, you will have the opportunity to develop a familiarity with it and to delve deeply into the aspects that interest you. The essay should not include a repetition of the exercise and you should not use the same primary documents again. However you may use different documents or make a brief reference to one used in the first assignment.

When you are thinking about how to focus a topic you might find inspiration in your own family, cultural group, local area or even class as a starting point. The research inquiries arising from the document exercise will help you and you will be given plenty of guidance and support to devise your own essay question.

In addition to the advice offered here, see also the general advice about how to approach an essay in The Little Red Booklet. 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.
2. The most important database for this subject is APAIS (also known as 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 which 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.

Essay tips
- Make sure you have a focused question that is answerable in the word length.
- Address the question.
- 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 which 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
- 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 eg articles, books or primary sources.
- You may include essential readings on Moodle.
- All papers should be properly **footnoted** and provide a **synopsis** and a **bibliography**. Please consult the Little Red Booklet for required footnote and bibliography presentation.

IN-CLASS REFLECTION
Contribution to assessment 20%

**Week 13**
The end of session test takes the form of an open book essay, completed in one hour in week 13. You will be given the question early in the session so that you can consider it as you engage with the course. In order to address the question you will need to have heard the lectures and done the readings so that you have an overview of the whole course, not just the topics you have researched in depth for your written assessment. It is particularly important in the study of history to encourage students to understand the sequence of significance. The reflection encourages you to consolidate and reflect upon what you have learnt.