



School of Humanities and Languages

**ARTS2270 Australia 1788-1900: The Fatal Shore?
Semester One 2014**

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1. Course Staff and Contact Details

Course Convenor

Name	A/Prof Anne O'Brien	Room	Morven Brown 368
Phone	9385 2384	Email	anne.obrien@unsw.edu.au
Consultation Time	Monday 2-3; Wednesday 2-3.		

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

This course aims to provide students with a broad understanding of the major events and themes

1. underpinning Australian colonial history and will prepare them to study 'ARTS2271 Australia 1901-2008: From Federation to the Apology'.

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.

2. 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 World History: The Big Picture' 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

- 2. society, culture and the arts
- 2. value for 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 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, the ordinary and the extraordinary 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

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. It is essential that all group members read all the material in the study kit for each week's tutorial.

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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Research essay	3000 wds	50%	1,2,3,4	1,2,3,4	Week 10, 16 May.
Tutorial assignment	1000 wds	30%	1,2,3,4	1,2,3,4	Week 5, 4 April.
Text introduction	5 minutes	10%	1,2,3,4	1,2,3,4	assigned individually.
Class test	50 minutes	10%	1,2,3,4	1,2,3,4	Week 12

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

For details of the assessments 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://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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission

to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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>

8. Course Schedule

Week Commencing:	Topic	Lecture Content	Tutorial Content
3 March	Perspectives	1. Introduction to course 2. Australia: the long history	No tutorial
10 March	One big jail?	1. First contacts 2. Convicts: the big picture	Introductions & early Sydney
17 March	Contesting the land	1. Pastoral push 2. Truganini	Debating convicts
24 March	Little Britain & its problems	1. New colonies 2. Gender & respectability	On the frontiers
31 March	A land of opportunity?	1. The rushes & race 2. Ned Kelly	Respectability & 'rough culture'
7 April	Indigenous 'problems'	1. Northern frontiers 2. Towards protection	Eureka
14 April	Cities and classes	1. The rise of the cities 2. the other side of the tracks	Jandamurra
28 April	Irish Legends	1. 'The Irish in Australia': film 2. History	Walking tour of Randwick
5 May	Looking to Asia	1. The rise of imperialism 2. White Australia	Prostitution
12 May	'Fin de siecle'	1. Depression 2. Strikes & labour	Origins of white Australia
19 May	Making a nation?	1. Utopias and federation 2. Test hints	The 1890s
26 May	Class test	Class test	Symbols & visions 1900-2014
2 June	No lecture	No lecture	Essays returned – course advice

9. Course Resources

Textbook Details

Students are encouraged to read widely. There is no textbook assigned for this course, but there is a study kit available from the University bookshop for you to purchase. While the study kit contains the weekly tutorial readings it is also a good idea to purchase or borrow from the library a general history. Useful texts include:

- Stuart MacIntyre, *A Concise History of Australia*, Cambridge, 1999;
- Patricia Grimshaw (et al) *Creating a Nation*, McPhee Gribble, 1994;
- Deborah Gare and David Ritter, *Making Australian History: perspectives on the past since 1788*, Thomson, 2008.

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

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|------------------------------|--|
| Anderson, Warwick | <i>The cultivation of whiteness: Science, Health and Racial Destiny in Australia</i> , Melbourne University Press, 2002. |
| Attwood, B. & Arnold J | <i>Power, Knowledge and the Aborigines</i> , Melbourne, Latrobe University Press, 1992. |
| Attwood, B. & Markus, A | <i>The Struggle for Aboriginal Rights: A Documentary History</i> , Sydney, 1999. |
| Atkinson, A | <i>The Europeans in Australia: A History, vol 1, The Beginning</i> , Melbourne, 1997 |
| Atkinson, A | <i>The Europeans in Australia: A History, vol 2, Democracy</i> , Melbourne, 2004. |
| Bolton, G. | <i>Spoil and Spoilers</i> , Sydney, 1992 (f.p. 1981) |
| Bonyhady, T. | <i>Images in Opposition: Australian Landscape Painting 1801-1890</i> , Melbourne, 1985. |
| Bonyhady, T. | <i>The Colonial Earth</i> , Melbourne, 2000. (history of conservation sensibilities, campaigns and legislation) |
| Broome, R. | <i>Aboriginal Australians</i> , Sydney, 1994. |
| Buckley, K. & Wheelwright T. | <i>No Paradise for Workers</i> , Melbourne 1988. |

- Burgmann, V. & Lee, J. *A People's History of Australia Since 1788, 4 vols* Ringwood, 1988.
- Cannon, M. *Life in the Cities*, Melbourne, 1988 (f.p.1975)
- Cannon, M. *Life in the Country*, Melbourne, 1988 (f.p.1973)
- Carey, Hilary M. *Believing in Australia: A Cultural History of Religion*, Sydney, 1996.
- Carroll, J.(ed) *Intruders in the Bush: The Australian Quest for Identity*, Melbourne, 1992.
- Chesterman, J. *Citizens without Rights: Aborigines and Australian Citizenship*, Melbourne, Cambridge University Press, 1997
- Cochrane, P *Colonial Ambition: foundations of Australian democracy*, Melbourne University Press, 2006.
- Crowley, F.K. (ed.) *A New History of Australia*, Melbourne, 1974.
- Connah, G. *The Archaeology of Australia's History*, Melbourne, 1993
- Connell, R.W. & Irving, T H *Class Structure in Australian History*, Melbourne, 1980.
- Davison, G. *The Unforgiving Minute: How Australians Learned to Tell the Time*, Melbourne, 1993.
- Day, David Sydney 2001. *Claiming a Continent: A New History of Australia*,
- Docker, J. *The Nervous Nineties*, Melbourne, 1991.
- Dovers, Stephen *Environmental History and Policy: Still Settling Australia*, Melbourne, Oxford University Press, 2000.
- Durack, Mary *Kings in Grass Castles*, 1959
- Flannery, T,(ed) *The Explorers*, Melbourne, 1998.
- Ford, L *Settler Sovereignty: Jurisdiction and Indigenous people in America and Australia, 1788-1836*, Boston, 2010.
- Fox, C. *Working Australia*, Sydney, 1991
- Freeland, J. M. (f.p.1968) *Architecture in Australia: A History*, Melbourne, 1982
- Karskens, G *The Colony: A History of early Sydney*, Sydney, 2009
- Kingston, B. *Glad, Confident Morning, 1860-1900*, Oxford History of

- Australia, vol. 3, Melbourne, 1988.
- Kingston, B. *Basket Bag and Trolley: The History of Shopping in Australia*, Melbourne, 1994.
- Kociumbas, J. *Possession 1770-1860*, Oxford History of Australia, vol. 2, Melbourne, 1992.
- Lawrence, Susan *Dolly's Creek: An Archaeology of a Victorian Goldfields Community*, Melbourne University Press, 2000.
- Gare, D & Ritter, D *Making Australian History: perspectives on the past since 1788*, Thomson, 2008.
- Garton, S. *Out of Luck: Poor Australians and Social Welfare 1788-1988*, Sydney, 1990.
- Goodall, H. *Invasion to Embassy: Land in Aboriginal Politics in New South Wales, 1770-1972*, Sydney, 1996.
- Griffiths, T. *Hunters and Collectors: The Antiquarian Imagination in Australia*, Melbourne, 1996.
- Griffiths, T. & Robin L *Ecology and Empire: Environmental History of Settler Societies*, Melbourne, 1997.
- Grimshaw, P. et al *Creating a Nation*, McPhee Gribble, 1994
- Irving, Robert (ed), *The History and Design of the Australian House*, Sydney, Oxford University Press, 1985
- Irving, T H *The southern tree of liberty: the democratic movement in New South Wales before 1856*, Federation Press, 2006.
- Lake, M. *Getting Equal: The History of Australian Feminism*, Sydney, 1999.
- Magarey, S (et al) *Debutante Nation*, Sydney, 1993.
- Matthews, J. *Good and Mad Women*, Sydney, 1986.
- Maynard, Margaret, *Fashioned from penury: Dress as Cultural Practice in Colonial Australia*, Melbourne, Cambridge University Press, 1994.
- Metcalf, Bill *The Gayndah Communes*, Central Queensland University Press, Rockhampton, 1998.
- Moloney, John *The native-born: the first white Australians*, Melbourne University Press, 2000.
- O'Brien, A *God's Willing Workers: Women and Religion in Australia*, Sydney, 2005.

- Reiger, K. *The Disenchantment of the Home*, Melbourne, 1985.
- 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. & *Australia's Immigrants*, Sydney, 1990 (f.p. 1980)
- 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. *Private Pleasures, Public Leisure: A History of Australian Popular Culture*, Melbourne, 1995.
- Watson, Pamela Lukin *Frontier Lands and Pioneer Legends*, Sydney, 1998.
- White, R. *Inventing Australia*, Sydney, 1981
- Whitehead, Anne, *Paradise Misaid: In Search of the Australian Tribe in Paraguay*, Brisbane, University of Queensland Press, 1997.

Websites

<http://www.sl.nsw.gov.au/using/search/> State Library/Mitchell Library: search here for references, digitised pictures and manuscripts.

<http://www.nla.gov.au/catalogue/pictures/> National Library of Australia: many pictures online and searchable.

<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.

10. 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.

11. 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>

12. 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>

13. 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 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 - Study Kit

Grace Karskens, *The Colony: A History of Early Sydney*, Allen & Unwin, 2009, Chapter 2, pp 32-60.

Week 3 Debating Convicts

Essential Reading - study kit

Historiography

Grace Karskens, 'The settler evolution: space, place and memory in early colonial Australia', *Journal of the Society for the Study of Australian Literature*, vol 13, no 2, pp 1-21.

Catie Gilchrist, 'This Relic of the Cities of the Plain': penal flogging, convict morality and the colonial imagination, *Journal of Australian Colonial History*, vol 9, 2007, pp 1-28.

Documents

Letter from Henry Tingley to Thomas Tingley, Newick, near Uckfield, Sussex, 15 June 1835, in C M H Clark, *Select Documents in Australian History, 1788-1850*, Angus & Robertson, Sydney, 1950, pp 131-2.

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. Does Gilchrist contradict it? or add to it?

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.

Atkinson, Alan, *The Europeans in Australia vol 1*, Oxford University Press, 1997.

Boyce, James, *Van Diemen's Land*, Black Inc, 2008

Bradley, James & Pybus, Cassandra 'From Slavery to servitude: the Australian exile of Elizabeth and Constance.' *Journal of Australian Colonial History*, vol 9, 2007.

Clark, C M H 'The origins of the convicts transported to Eastern Australia, 1787-1852,

- Damoussi, Joy, parts 1 and 2', *Historical Studies*, vol 7, 1956.
Depraved and disorderly: female convicts, sexuality and gender in colonial Australia,
 Cambridge University Press, 1997.
- Daniels, Kay, *Convict Women*, Allen & Unwin, 1998.
- Duffield, Ian *Representing convicts: new perspectives of convict forced labour migration*,
 Leicester University Press, 1977
- Frost, Lucy and Maxwell Stewart, H *Chain letters: narrating convict lives*, Melbourne University Press, 2001.
- Hughes, Robert, *The Fatal Shore*, Pan Books, 1987.
- Karskens, Grace, *The Colony: a history of early Sydney*, Allen & Unwin, 2009.
- Maxwell Stewart, H *Closing hell's gates: the life and death of a convict station*, Allen & Unwin, 2008.
- 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 *American citizens, British slaves: Yankee political prisoners in an Australian penal colony*, Melbourne University Press, 2002.
- 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.

Week 4 On the Frontiers

Essential reading - study kit Historiography

- Bain Attwood & S G Foster, *Frontier Conflict: The Australian Experience*, National Museum of Australia, 2003, 'Introduction' pp 1-30
- Kate Fullagar 'Woolbarawarre Bennelong: rethinking the tragic narrative',
 Preface, *Aboriginal History*, vol 33.
- Kate Fullagar 'Bennelong in Britain', *Aboriginal History*, vol 33, 2009: 31-51.

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, pp 48-9

Judge Burton's Judgment, Myall Creek trial, in R H W Reece, *Aborigines and Colonists*, Sydney University Press, 1974, pp 153-56

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. Why does Kate Fullagar think we need to look again at Bennelong? What does she find?
7. Do perspectives such as hers shed new light on the issues canvassed 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 effect 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	<i>Australians 1838</i> , Fairfax, Syme and Weldon, 1987.
Broome, Richard	<i>Aboriginal Australians: Black responses to white dominance 1788-1994</i> , Allen & Unwin, 1994.
Broome, Richard	<i>Aboriginal Victorians: a history since 1800</i> , Allen & Unwin, 2005.
Foster, Robert	<i>Fatal Collisions: The South Australian frontier and the violence of memory</i> , Wakefield Press, 2001.
McGrath, Ann	<i>Contested Ground: Australian Aborigines under the British Crown</i> , Allen & Unwin, 1995.
Reece R H W	<i>Aborigines and colonists: Aborigines and colonial society in New South Wales in the 1830s and 1840s</i> , Sydney University Press, 1974.
Reynolds, Henry	<i>Frontier: Aborigines, settlers and the land</i> , Allen & Unwin, 1996.
Reynolds, Henry	<i>The Other side of the frontier: Aboriginal resistance to the European invasion of Australia</i> , Ringwood, 1990
Reynolds, Henry	<i>The Law of the land</i> , Ringwood, 1987.

Week 5 Respectability and 'rough culture'

Essential reading - study kit

Historiography

Penny Russell, The Brash Colonial: class and comportment in nineteenth century Australia, *Transactions of the Royal Historical Society*, 12, 2002, pp 431-55

Kay Daniels, *Convict women*, Allen & Unwin, 1998, chapter 6, 'Rough culture and rebellion' pp 134-156

Documents

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

Men and how to manage them: A book for Australian Wives and Mothers, by An Old Housekeeper, Melbourne, 1885, pp 1-4.

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	'Kinship and accountability: the diaries of a pioneer pastoralist family, 1856 to 1898', <i>History Australia</i> , vol 2, no. 1, Dec 2004.
Doust, Janet	'Exploring gentry women on the New South Wales frontier in the 1820s and 1830s,' <i>Women's History Review</i> , vol 18, issue 1, 2009, issue 1,
Davison, Graeme	'From urban jail to bourgeois suburb', <i>Journal of Urban History</i> , vol 32, no.5 pp 741-760
MacKenzie, Kirsten	<i>Scandal in the colonies: Sydney and Cape Town, 1820-1850</i> , Melbourne, 2004
Young, Linda	<i>Middle class culture in the nineteenth century: America, Australia and Britain</i> , Palgrave Macmillan, 2002.
Smith, Babette	<i>Australia's birthstain: the startling legacy of the convict era</i> , Sydney, 2008, chapters 7 & 8.
Brown-May, Andrew	'Gender, respectability, and public convenience in Melbourne, Australia, 1859-1902' in Olga Gershenson & Barbara Penner (eds) <i>Ladies and Gents: public toilets and Gender</i> , Temple University Press, 2009.

Week 6 Eureka: Legend and Legacy**Essential readings - study kit****Documents**

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

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

Historiography

D Cahir & I Clark	'why should they pay money to the Queen?': Aboriginal Miners and Land Claims', <i>Journal of Australian Colonial History</i> , vol 10, 1, 2010.
Molony, John	<i>Penguin Bicentennial History of Australia</i> , Melbourne, Penguin, 1988, pp. 106-109.
Jan Kociumbas	<i>The Oxford History of Australia Volume 2 1770-1860</i> , Melbourne, Oxford University Press, 1992, pp. 306-11.

Goodman, David 'Making an Edgier History of Gold', in Iain McCalman, Alexander Cook and Andrew Reeves (eds) *Gold; Forgotten Histories and Lost Objects of Australia*, Cambridge, Cambridge University Press, 2001, pp. 23-35.

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. What sort of men were involved in the Eureka rebellion? What were they fighting for?
2. Molony and Kociumbas portray the gold rushes and Eureka very differently. Discuss the differences. How is it that two historians can offer such different interpretations?
3. What does Goodman mean by an 'edgier' history of gold and of Eureka? Who gets left out of the Eureka legend?

Further Reading

- Annear, R. *Nothing but Gold*, Melbourne, 1999.
- Bartlett, N. *Gold Seekers*, London, 1965
- Bate, W. *Victorian Gold Rushes*, Melbourne, Penguin, 1988
- Bate, W. *Lucky city: the first generation at Ballarat, 1851-1901*, Melbourne, 1978.
- Beggs Sunter, A Eureka: gathering the oppressed of all nations, *Journal of Australian Colonial History*, vol 10 , issue 1, 2008.
- Blainey, G Introduction: Eureka. *Journal of Australian Colonial History*, vol 10, issue 1, 2008.
- Carboni, R. *The Eureka Stockade*, Melbourne 1993,
- Cottle, D & Keys, A The Southern Cross: a radical legacy, *Journal of Australian Colonial History*, vol 10 issue 1, 2008
- Currey, C. H. *The Irish at Eureka*, Sydney, 1954
- Gold, G.(ed) *Eureka: rebellion beneath the Southern Cross*, Adelaide, 1976
- 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.
- Kent, B. 'Agitation on the Victorian Goldfields 1851-4: An Interpretation', HS Vol. 6 no 23 (November 1954).
- McCalman, I. *Gold: Forgotten Histories and Lost Objects of Australia*, Melbourne, 2001.
Cook, A, Reeves, A (eds)
- MacQueen, H. *A New Britannia*, Melbourne, Penguin, 1971, pp. 177-87.
- Molony, J. *Eureka*, Melbourne, 1984, Melbourne University Press, 2001.
- O'Brien, B. *Massacre at Eureka : the untold story*, Kew Vic. 1992
- Ross, R. S. *Eureka : freedom's fight of '54*, Melbourne, 1914.

- Sadlier, J *Recollections of a Victorian Police Officer* Robertson, Melbourne, 1913, p44.
- Serle, G. *The Golden Age: A History of the Colony of Victoria 1851-1861* MUP Melbourne 1968.
- Withers, W. B. *The History of Ballarat : from the first pastoral settlement to the present time*, Ballart, 1887

Week 7 Jandamarra

Essential readings - study kit

Historiography

Pederson, Howard, and Woorunmurra, Banjo, *Jandamarra and the Bunuba Resistance*, Broome, Magabala Books Aboriginal Corporation, 2000, Preface, pp. xi-xiii, 1-6, 110-11, 162-3, 176-77.

Pedersen, Howard, 'Pigeon: an Australian Rebel', *Studies in Western Australian History*, VIII, Dec. 1984, pp. 7-15.

Document

Christie, J. F., 'Northern Patrol' (compiled from the 1897 diaries of R.H. Pilmer) *Countryman*, 13 September 1956, pp. 24-5.

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

Battye, J.S. (ed.) *The History of the Northwest of Australia*, Perth, 1915.

Gill, A. 'Aborigines, settlers and police in the Kimberleys, 1887-1905', *Studies in Western Australian History*, I, 1977, pp. 1-28.

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 pp. 236-244.

Jebb, M.A. & Haebich, A. 'Across the Great Divide: Gender Relations on Australian Frontiers', in Saunders, K. and Evans, R. (eds), *Gender Relations in Australia*, Sydney 1992, pp. 20-41.

- Loos, N. *Invasion and Resistance: Aboriginal-European Relations on the North Australian Frontier 1861-1897*, Canberra, 1982.
- Muecke, S. *et.al.* 'Pigeon the outlaw: history as texts' *Aboriginal History*, 9, 1985, part 1, pp. 81-100.
- Nyoongah, Mudrooroo (formerly Colin Johnson) *Long Live Sandawara!* Melbourne 1987, Ch. 5 Sandawara goes to war', pp. 69-83 NB this is a fictionalised account.
- Pedersen, H. & B. Woorunmarra *Jandamarra and the Bunuba Resistance*, Broome, 1995.
- Reynolds, Henry *The Other Side of the Frontier*, Ringwood, 1981, Chs. 3 & 4.
- Rowley, C.D. *The Destruction of Aboriginal Society*, Canberra, 1970, Ch. 11.

Week 8 Walking tour of Randwick: A Victorian Suburb

Meeting place and times to be announced!

Essential reading - study kit:

- Waugh, Joseph *The living among the dead: tales from St Jude's Cemetery, Randwick*, Randwick and District Historical Society, 2005, pp 5-8.
- Waugh, Joseph *Aboriginal people of the eastern coast of Sydney*, Randwick and District Historical Society, 2001, pp 4105.

Week 9 Prostitution in the colonies

Essential reading - study kit:

Historiography

- Raymond Evans 'Soiled Doves': Prostitution in colonial Queensland, in Kay Daniels (ed) *So Much Hard Work: Women and Prostitution in Australian History*, Fontana, Sydney, 1984, pp 127-161.
- Su Jane Hunt *Spinifex and Hessian: Women's lives in North-Western Australia, 1860-1900*, Nedlands, 1989, pp 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.

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, pp 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

- Meg Arnot 'The Oldest Profession in a New Britannia' in V Burgmann & J Lee (eds) *Constructing a culture*, Melbourne, 1988, pp 46-62
- Kay Daniels 'Prostitution in Tasmania during the period of transition from penal settlement to 'civilised' society, in Kay Daniels (ed) *So Much Hard Work: Women and Prostitution in Australian History*, Fontana, Sydney, 1984, pp 15-86.
- Raelene Frances 'A history of prostitution in Australia' in Roberta Perkins, et al, *Sex Work and Sex Workers in Australia*, Sydney 1994.
- Raelene Frances Sex workers or Citizens? Prostitution and the Shaping of 'settler' society in Australia, *International Review of Social History*, 1999, 44 (Supplement 7) pp 101-122
- Susan Horan 'More Sinned against than sinning? Prostitution in South Australia, 1836-1914, in Kay Daniels (ed) *So Much Hard Work: Women and Prostitution in Australian History*, Fontana, Sydney, 1984, pp 87-126.
- Su Jane Hunt *Spinifex and Hessian: Women's lives in North-Western Australia, 1860-1900*, Nedlands, 1989, chapter 5, Japanese Prostitution.
- Chris McConville 'The location of Melbourne's prostitutes 1870-1920' *Historical Studies*, vol 19, no 74, April, 1980.
- Chris McConville 'From criminal class to underworld' in G Davison et al (eds) *The Outcasts of Melbourne*, Sydney, 1985, pp 69-91.
- Hannah Robert Disciplining the Female Aboriginal Body: inter-racial Sex and the pretence of Separation, *Australian Feminist Studies*, vol 16, no 34, 2001.
- D C S Sissons 'Karayuki-San: Japanese prostitutes in Australia, 1887-1916' *Historical Studies*, vol 17, April and October 1977, pp 323-341, 474-488.

Week 10 Origins of the White Australia Policy**Essential readings - study kit:****Historiography**

- Marilyn Lake, 'Chinese Colonists Assert Their "Common Human Rights": cosmopolitanism as Subject and Method of History', *Journal of World History*, vol 21, No. 3, 2010.
- Shirley Fitzgerald *Red Tape, Gold Scissors: The Story of Sydney's Chinese*, Sydney State Library of NSW Press, 1996, part Chapter 2 'Staying', pp. 67-88.

Documents

Select Documents on 'White Australia' in R Evans et al (eds) *1901: Our Future's Past: Documenting Australia's Federation*, Macmillan, Sydney 1997, pp. 205-11.

Discussion Questions:

1. What is Lake's main argument? How does her article shed new light on understandings of the Chinese in 19th 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.
- 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, John, and Gerhard Fischer, *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. *Red Tape, Gold Scissors: The Story of Sydney's Chinese*, Sydney, 1996.
- Lydon, J. *Many Inventions: The Chinese in the Rocks 1890-1930*, Melbourne, 1999.
- 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. 'The impact of Asia', in N. Meaney (ed.) *Under New Heavens* Melbourne, 1989
- Yarwood, A.T. & Knowling, M.J. *Race Relations in Australia. A History*, Sydney, 1982

Week 11 The 1890s

Essential readings - study kit

Historiography

- Melissa Bellanta 'Naughty and gay? revisiting the nineties in the Australian colonies, *History Australia*, vol 9, no. 1, 2012.

Scates, Bruce *A New Australia*, Cambridge, 1997, Chapter 5, 'Poverty and Protest: The Culture and Politics of Mass Unemployment'.

Documents

New South Wales Police Reports, Sgt Murphy re 'Unemployed Agitation', 8 May 1891, Henry Parkes Papers, Mitchell Library.

Victorian Police Reports, Constable Wardley, re 'Unemployed Movements', 6 June 1892, Victorian Public Record Office.

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 Bellant'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.
- Coghlan, T.A. *Labour and Industry in Australia*, Macmillan, 1969 (f.p.1918), vol. 3.
- 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, Tony & Cook, Malcolm 'Administering the Unemployed Difficulty: the NSW Labour Bureau, 1892-1912', *Australian Economic History Review*, 26, 1, March 1986.
- Garton, Stephen *Out of Luck: Poor Australians and Social Welfare 1788-1988*, Sydney, 1990.
- 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.

- O'Brien, Anne *Poverty's Prison: The Poor in New South Wales, 1880-1918*, Melbourne, 1989.
- Rude, George *Popular protest and ideology*, London, 1985.
- Thompson, E.P. 'The moral economy of the English crowd', *Past and Present*, 50, 1970, pp. 76-136.

Week 12 Visions of Nation

Essential readings - study kit**Historiography**

- Mark McKenna, 'Crown', in Melissa Harper and Richard White (eds), *Symbols of Australia*, UNSW Press, 2010.
- Susie Khamis, 'Brand Australia: half-truths for a hard sell', *Journal of Australian Studies*, 36: 1, 49-63.

Commentary

Marilyn Lake, Marilyn and Bob Birrell, 'Is Federation Blokes' History?', debate, Lateline, ABC TV see <http://www.abc.net.au/lateline/s286040.htm>

Document

'Australia for the Australians', *The Bulletin*, 2 July, 1887 in CMH Clark, *Select documents in Australian History, 1851-1900*, Angus and Robertson, 1955.

Discussion Questions

1. What point is Mark McKenna making about the meaning of 'the crown' in Australian history?
2. What is Susie Khamis's main argument.
3. How does your knowledge of 19th century Australian history help you critique attempts to 'sell' Australia?
4. How does the extract from the *Bulletin* of 1887 tell us about Australian nationalism?
5. Do the Lake/Birrell discussion and the Kalantzis article focus issues that are useful for understanding Australia's past and present problems?

Further Reading

- Alomes, S. *A Nation at Last*, Sydney, 1988.
- Atkinson, A. *The Muddle-Headed Republic*, Oxford, 1993.
- Birch, Tony, "'History is never bloodless": Getting it Wrong After One Hundred Years', *Australian Historical Studies Special Issue: Challenging Histories: Reflections on Australian History*, vol. 33, no 118, 2002, 42-53.
- Birrell, B. *A Nation of Our Own*, Longman, 1995.
- Birrell, B. *Federation: The Secret Story*, Sydney, 2001.
- Bolton, G. *Edmund Barton: The one man for the job*, Sydney, 2000.
- Evans, R. et.al. *1901: Our Future's Past: Documenting Australia's Federation*, Sydney 1997 (includes documents).
- Grimshaw, P. 'Federation as a Turning Point in Australian History', *Australian Historical Studies Special Issue: Challenging Histories: Reflections on Australian History*, vol. 33, no 118, 2002, 25-41.
- Hearn, M. and Patmore, G. (eds) *Working the Nation: Working Life and Federation 1890-1914*, Sydney, Pluto, 2002.

- Hirst, J. 'Can subjects be citizens?' in D. Headon, et.al. (eds), *Crown or Country: The Traditions of Australian Republicanism*, Sydney, 1994.
- Hirst, J. *A Republican Manifesto*, Oxford, 1994.
- Irving, Helen 'Who were the republicans?', in D. Headon, et.al. (eds), *Crown or Country: The Traditions of Australian Republicanism*, Sydney, 1994, pp. 69-79.
- Irving, Helen *To Constitute a Nation: A Cultural History of Australia's Constitution*, Cambridge, 1997.
- Irving, Helen *A Woman's Constitution: Gender and History in the Australian Commonwealth*, Sydney, Hale and Iremonger, 1996.
- Irving, H. & MacIntyre, S. *No Ordinary Act: Essays on Federation and the Constitution by J. A. La Nauze*, Melbourne, 2001.
- La Nauze, J.A. *Alfred Deakin: a Biography*, Melbourne, 1962.
- Magarey, S. et.al. (eds) *Debutante Nation: Feminism Contests the 1890s*, Sydney, 1993.
- Martin, A. (ed.) *Essays in Australian Federation*, Melbourne, 1969.
- McGinn, W. *Nationalism and Federalism in Australia*, Oxford, 1994.
- McKenna, M. *The Captive Republic*, Cambridge, 1996, Chs. 8 & 9.
- McLachlan, N. *Waiting for the Revolution: A History of Australian Nationalism*, Penguin, 1989, ch. 6.

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 study kit. 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 outline the main content. Explain what it made you think about, which ideas or information struck you as particularly interesting, whether the argument was convincing or not and why. Come with some questions that arise from the reading for the class to discuss.

TUTORIAL ASSIGNMENT

Due: Week 5: Friday 4 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 ie Week 5 so that you will get feed-back 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 Study Kit) that relate to any of the themes in the course we have covered up to and including week 5 eg 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 study kit 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 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.

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

Collections of documents:

M Allen et (eds)	<i>Fresh Evidence, New Witnesses</i> , Adelaide, 1989.
M Aveling (ed)	<i>Westralian Voices</i> , Perth, 1979.
M Aveling & J Damousi (eds)	<i>Stepping out of history: documents of women at work in Australia</i> , Allen & Unwin, 1991.
CMH Clark (eds)	<i>Select documents in Australian history, 1788-1850</i> Angus & Robertson, 1950.
F K Crowley (ed)	<i>A documentary history of Australia: colonial Australia</i> , Nelson, 1973
K Daniels & M Murnane (eds)	<i>Uphill all the way: a documentary history of women in Australia</i> , U of Q Press, 1980.
B Kingston (ed)	<i>The world moves slowly: a documentary history of Australian women</i> , Sydney, 1977.
Bill Murray (ed)	<i>Crisis, conflict and consensus: selected documents illustrating 200 years in the making of Australia</i> , Rigby, 1984.
M Quartly et (eds)	<i>Documents on women in colonial Australia</i> , Sydney 1995.
H Reynolds,	<i>Dispossession: Black Australians & White Invaders</i> , Syd., 1989.
Sharman N Stone	<i>Aborigines in white Australia: a documentary history of the attitudes affecting official policy and the Australian Aborigine, 1697-1973</i> , Heinemann Educational, 1974.
R Ward & Robertson J	<i>Such was life: select documents in Australian social history</i> , Sydney, 1969.

Fredk. Watson,	<i>Historical records of Australia: Governors' despatches to and from England, 1788-1848</i> , Library Committee of the Commonwealth Parliament, 1914-1925.
Elizabeth Webby	<i>Colonial voices: letters, diaries, journalism and other accounts of nineteenth century Australia</i> , University of Qld Press, 1989.
Dale Spender	<i>Life Lines: Australian women's letters and diaries 1788-1840</i> , Allen & Unwin, 1992.

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: Friday 16 May

Word length: 3000 words

Contribution to assessment: 50%

In addition to the advice offered here, see also the general advice about how to approach an essay in The Little Red Booklet. This is freely available to all students via the UNSW history web-page at: http://humanities.arts.unsw.edu.au/media/File/Little_Red_Booklet_1.pdf

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/content.php?pid=28808&sid=210427>

[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.

[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 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

- 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 eg articles, books or primary sources.
- You may include Key Readings from the Study Kit but make sure your reference is to the original source, not to the Study Kit.
- 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. **Plagiarism**. Please note the School of History's and UNSW's policies on plagiarism. Plagiarism cannot be tolerated and will be dealt with severely.
- All essays, **with a School of History cover sheet attached and fully completed**, should be dropped in the box outside the School of Humanities office. Do not submit by fax, by email to your tutor, or by computer disc. 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.
2. Lachlan Macquarie has been seen as an heroic figure who transformed NSW from a 'penal camp to a young nation of the future'. To what extent is this reputation deserved? Why did he lose favour with the British government?
3. 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.
4. Why did convict transportation to NSW end in 1840?
5. Analyse the various effects of the gold rushes to south-east Australia in the 1850s on Indigenous peoples.
6. How does focussing on the experience of women complicate understandings of the Eureka Stockade?

7. Why was there a massacre of Aboriginal people at Myall Creek in 1838? Analyse its significance.
8. What part did Chinese immigrants play in the economic and social life of colonial Australia?
9. 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.' Who was the historical Kelly and how and why did he become such a powerful subject of mythology?
10. How did cricket reflect the fears, hopes and ideologies associated with race and nationalism in the second half of the 19th century?
11. Why did a women's movement develop in the later 19th century? What were its multiple aims and dreams?
12. How and why did Melbourne get the reputation for being 'Marvellous' in the 1880s? Why in the 1890s was it dubbed 'miserable'?
13. How did technological developments shape Australian society in the second half of the nineteenth century?
14. 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?
15. How did the pursuit of leisure reflect class and gender differences in the late colonial period?
16. According to Henry Reynolds the towns of Australia's tropical north were 'cosmopolitan and multi-racial'. How and why did they become so? What were the consequences of this?
17. How did ideas about masculinity and race influence nationalist politics in the later 19th century?
18. 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.