



School of Humanities and Languages

**ARTS 3279 Winners and Losers:
poverty, welfare and justice in Australian history
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	<p>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 "social problems" 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.</p>		
Course Aims	1.	This course aims to provide students with an understanding of the mechanisms of inequality in Australian history.	
	2.	It offers the opportunity to study in greater depth issues and themes surveyed in second year history courses.	
	3.	By facilitating independent primary research in Australian history it prepares students for advanced study at honours level.	
Student Learning Outcomes	1.	understand how ideas about welfare have shaped Australian history	
	2.	develop an understanding of shifts in welfare historiography	
	3.	develop skills in devising and completing research projects	
	4.	sharpen skills in interpreting texts	
Graduate Attributes	1.	skills of critical, creative and imaginative thinking about 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 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 in the reading kit. All students must read all the assigned readings in the study kit 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Document exercise	1000 wds	20%	1,2,3,4	1,2,3,4	Week 5, 4 April
Research essay	3000 wds	50%	1,2,3,4	1,2,3,4	Week 10, 16 May
Document presentation	5-10 minutes	10%	1,2,3,4	1,2,3,4	In class
In-class reflection	1 hour	20%	1,2,3,4	1,2,3,4	Week 13

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. A student unable to attend a tutorial should, as a courtesy to me and fellow class-members, notify me or the School Office, beforehand if possible or as promptly after the absence as possible.

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

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
3 March	Introduction to course	Approaching poverty	No tutorial	See below
10 March	The British inheritance	Meanings of philanthropy	Thinking about poverty and welfare	See below
17 March	The Rising generation	Child removal and families in poverty	Surviving the early colonies	See below
24 March	Distinctiveness of Australia welfare	19 th century poverty & the social laboratory	Women and philanthropy	See below
31 March	Contagion and the social order	Doctors, bureaucrats & eugenicists	Domestic servitude	See below
7 April	Humanitarians and activists	Indigenous welfare?	Disease and disability	See below
14 April	The work ethic confounded	Depression	Indigenous activism	See below
28 April	The Quarantine Station	Excursion	Excursion	See below
5 May	Women and welfare	Dependency entrenched?	Veterans' welfare	See below
12 May	War and welfare	Labor triumphant?	Domestic violence	See below
19 May	Egalitarianism	Myths and experience	Migrants and welfare	See below
26 May	Neo-liberalism	Inventing the dole bludger	Perspectives	See below
2 June	Class test		In-class reflection	See below

9. Course Resources

Textbook Details

There is no textbook assigned for this course, but there is a study kit available from the University bookshop for you to purchase.

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

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

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.

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

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 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 - Study Kit

- Mark Peel, "Describing Disadvantage" in *The Lowest Rung: Voices of Australian Poverty* Cambridge, 2003.
- Marguerite O'Hara, 'No place like home: analyzing The Oasis', *Screen Education*, no 50, Winter, 2008.
- Judith Bessant: 'The politics of counting youth homelessness: the magic of numbers and the amazing disappearing act', *Alternative Law Journal*, vol 37, no 2, 2012 .

Week 3 Surviving the early colonies

Essential reading - Study Kit

- Grace Karskens "Many Labouring People" in *The Rocks: Life in Early Sydney*, (Melbourne, 1997)
- Rebecca Kippen, 'The convict nursery at the Cascades Female Factory', Hobart, *Chainletter* no. 3, December 2009.
- Garton, Stephen "Colonial Charity" in *Out of Luck: Poor Australians and Social Welfare 1788-1988* (Sydney, 1990) pp. 43-61.

Document:

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

Further Reading:

- Anne O'Brien 'Kitchen Fragments and Garden Stuff': Poor Law Discourse and Indigenous People in early New South Wales, *Australian Historical Studies*, vol 39, Issue 2, June 2008.
- Bereen, R early *Welfare* "And thereby to discountenance mendicity:" Practices of charity in nineteenth century Australia', in M Wearing and R Bereen (eds) *and social policy in Australia* (Sydney, 1994)
- Garton, Stephen *Out of Luck: Poor Australians and Social Welfare 1788-1988* (Sydney, 1990) chapters 1 & 2.
- Alan Atkinson *The Europeans in Australia: A history*, vol 1 (Oxford, 1997)
- Evans, Raymond "The Hidden Colonists: Deviance and Social Control in Colonial Queensland" in Jill Roe (ed) *Social Policy in Australia* (Sydney, 1976).
- Fraser, D *Evolution of the British Welfare state* (London, 1984)

- Hirst, J.B. "Keeping Colonial History Colonial: The Hartz thesis revisited"
Historical Studies Vol. 21, No. 82 April 1984.
- 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. *Rations, Residences and Resources: A short history of social welfare
in SA since 1836* (Adelaide, 1986) chapters 1 & 2.
- 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]

Week 4	Women and Philanthropy
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Essential Reading - Study Kit

- Swain, Shurlee "Selina Sutherland: Child Rescuer" in Marilyn Lake and Farley Kelly
(eds) *Double Time: Women in Victoria - 150 Years* (Melb, 1985)]
- Godden, Judith 'British Models and Colonial Experience: Women's Philanthropy in late
Nineteenth Century Sydney' *Journal of Australian Studies* 19,
November 1986, pp.40-53.
- Godden, Judith 'Portrait of a Lady: A Decade in the Life of Helen Fell' (1849-1935)' in
Margaret Bevege et al (eds) *Worth her Salt* (Sydney, 1982)

Document

- 'The Protestant Female Refuge' in John Stanley James, *The Vagabond Papers* (Melbourne:
Melbourne University Press) pp 249-256.

Further Reading:

- Swain Shurlee "Religion, Philanthropy and Social Reform: Meanings, Motivations and
Interactions in the lives of Nineteenth Century Australian Women",
Women-church, No 23, Oct 1998
- Allen, Judith *Rose Scott: Vision and revision in feminism*, Oxford, University Press,
Melbourne 1994. pp. 81-7
- Godden, Judith 'The Work for them, and the Glory for us! Sydney Women's
Philanthropy, 1870-1900' in R. Kennedy (ed), *Australian Welfare
History: Critical Essays* (Melb.1982).
- McGrath, Sophie "Beyond Florence Nightingale and Caroline Chisholm: Women in 19th
century Australian History", in *Long Patient Conflict*, M Hutchinson & E
Campion (eds) Syd, 1994
- 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 "Women in English Philanthropy 1790-1830", *International Review of Social History*, xix (1974) pp426-45
- Prochaska, F K *Women & Philanthropy in nineteenth century England* (Oxford, 1980)
- 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)

Week 5	Children and domestic servitude
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Essential Reading - study kit

- Nell Musgrave & Shurlee Swain, "'The best interests of the child': historical perspectives, *Children Australia*, vol 35, no 2, 2010, pp 35-7.
- Shurlee Swain, 'Traces in the archives: evidence of institutional abuse in surviving child welfare records', *Children Australia*, vol 32, no 1, 2007, pp 24-31.
- Victoria Haskins, "'A better chance? – sexual abuse and the apprenticeship of Aboriginal girls under the NSW Aborigines Protection Board', *Aboriginal History*, vol 28, 2004, pp 33-58.
- Sabbioni, Jennifer 'I Hate Working for White People', *Hecate*, vol. 19, no. 2 (1993) 7-25.

Further Reading:

- Evans, Caroline Excellent women and troublesome children: State foster care in Tasmania, 1896-1918, *Labour History*, no 83, November 2002.
- Haskins, Victoria Family Histories, Personal Narratives and Race Relations History in Australia, *Canberra Historical Journal*, March 2000
- 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 "The unregulated employment of Aboriginal children in Queensland, 1842-1902" *Labour History*, no 82, May 2002.
- Haebich, Anna *Broken Circles: Fragmenting indigenous Families 1800- 2000* (Fremantle, 2000) chapters 3,4 & 6.
- Kingston, Beverley *My Wife, My Daughter and Poor Mary Ann*, (Melbourne, 1975)

Higman, B W	<i>Domestic Service in Australia</i> , (Melbourne, 2002)
Dickey, Brian	<i>No charity there</i> (Sydney, 1987) chapter 3
Huggins, Jackie	'Firing in on the mind: Aboriginal women domestic servants in the Inter-war years.' <i>Hecate</i> , 13, 2, 1987-8.
Huggins, Jackie	'White aprons, black hands: Aboriginal women domestic Servants in Queensland' in Ann McGrath and Kay Saunders with Jackie Huggins, <i>Aboriginal Workers</i> (Special Issue of <i>Labour History</i> , 69, Nov, 1995)
Van Krieken, Robert	<i>Children and the state</i> (Sydney, 1991) chapters 5 & 6.

Week 6	Disease and Disability
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Essential Reading study kit

Watters, Greg	'The S.S. Ocean: Dealing with Boat People in the 1880s', <i>Australian Historical Studies</i> , vol 33, no 120, Oct 2002, pp 331-343.
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”: <i>Eugenics, Darwinism and Social Thought and Practice in Australia: Proceedings</i> . (University of Newcastle, 2000) pp 297-305

Documents:

'Chinese and leprosy', <i>The West Australian</i> , 19 November, 1896 [140]
'Alleged Leprosy in Perth', <i>The West Australian</i> , 29 September 1898 [141]

Further Reading:*on Disease*

Bashford, Alison	<i>Imperial hygiene: a critical history of colonialism, nationalism and public health</i> , New York: Palgrave Macmillan, 2003.
Bashford, Alison & Hooker, Claire	<i>Contagion: Historical and Cultural Studies</i> (London, 2001)
Bashford, Alison	Asylum seekers and national histories of detention, <i>Australian Journal of Politics and History</i> , vol 48, no 4, 2002, pp 509-527.
Curson, Peter	<i>Plague in Sydney: The anatomy of an epidemic</i> , UNSW Press, 1989
Curson, Peter	The Impact of inequality: the Sydney plague epidemic of 1902 in Ian Burnley and James Forrest (eds) <i>Living in Cities: Urbanism and society in metropolitan Australia</i> (Sydney, Allen & Unwin, 1985) pp 52-67
Amiet, Christina	An uphill battle: the plight of the medical fraternity in North Queensland during the plague years 1900-1922, <i>Journal of the Royal Historical Society of Queensland</i> , 1998 vol 16, no, 9 Feb, 1998, pp 419-428.
Bashford, Alison	Immigration and health: law and regulation in Australia, 1901-1958 <i>Health and History</i> , v.6, no.1, 2004: 97-112
Kelly, Max	<i>Plague Sydney 1900: a photographic introduction to a hidden Sydney</i> , (Sydney: Doak Press, 1981)
Townsend, Ian	Learning from forgotten epidemics, in: <i>Staying Alive Griffith Review</i> , no.17, Spring 2007: (55)-65

- Gistitin, Carol The labour schooner Flora, disease, quarantine and a racial riot in Queensland in 1875, *Journal of the Royal Historical Society of Queensland*, v.19, no.6, May 2006: 854-866
- 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 Maritime quarantine versus commerce: the role of the health officer of Port Jackson in the nineteenth century, *Journal of the Royal Australian Historical Society*, v.90, no.2, Dec 2004: (152)-174
- Thearle, Michael D Public health issues in Queensland, 1901-1905, *Memoirs of the Queensland Museum, Cultural Heritage Series*, v.2, pt.2, 31 May 2002: (231)-236
- on Disability:*
Fox, Charles 'Forehead low, aspect idiotic': intellectual disability in Victorian asylums, 1870-1887 in Catharine Coleborne and Dolly MacKinnon, (eds) *Madness in Australia: Histories, Heritage and Asylum* St Lucia, Qld.: University of Queensland Press, 2003: (145)-156,252-254
- Hall, Guy & Bavin-Mizzi, Jill Crime and punishment: justice administration and people with intellectual disabilities 1900/ 1989, in *Under Blue Skies: the Social Construction of Intellectual Disability in Western Australia* (Perth; Edith Cowan University1996)
- Gillgren, Christina 'Once a defective, always a defective': public sector residential care 1900/ 1965 in *Under Blue Skies: the Social Construction of Intellectual Disability in Western Australia*. (Perth; Edith Cowan University1996)
- Kirk, David & Twigg, Karen Regulating Australian Bodies: Eugenics, Anthropometrics and School Medical Inspection in Victoria, 1900-1940, *History of Education Review*, vol 23, no. 1 1994, pp20-37
- Kociumbas, Jan *Australian Childhood: A History* (Sydney, Allen & Unwin, 1997, chapter 9.
- 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 The Gosford Farm Home for Boys, Mount Penang, 1912/ 1940 *Journal of the Royal Australian Historical Society*, v.75, no.1, June 1989: 65-82

Week 7 Indigenous Resistance

Essential Reading Study Kit

- Jessica Horton, 'Rewriting political history: letters from Aboriginal people in Victoria, 1886-1919', *History Australia*, vol 9, no 2, 2012.
- Lydon, Jane 'Photography and the recognition of Indigenous Australians: framing Aboriginal prisoners', *Australian Historical Studies*, vol 43, Issue 2, June 2012: 210-232.

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)
- Marcus, Andrew (ed) *Blood from a Stone: William Cooper and the Australian Aborigines League* (Clayton, 1986)
- Attwood, Bain *Rights for Aborigines* (Sydney; Allen and Unwin, 2003)
- Gilbert, Stephanie 'Never forgotten': Pearl Gibbs (Gambanyi) in Anna Cole, Victoria Haskins and Fiona Paisley (eds) *Uncommon Ground: White Women and Aboriginal History* (Canberra: Aboriginal Studies Press, 2005) 107-126
- 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
- Maynard, John The other fellow: Fred Maynard and the 1920s defence of cultural difference in Tim Rowse (ed) *Contesting Assimilation*, Perth: API Network, 2005.
- Maynard, John Fred Maynard and the Australian Aboriginal Progressive Association (AAPA): one God, one aim, one destiny, *Aboriginal History*, v.21, 1997: 1-13
- 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 & Langton, Marcia "The Day of Mourning" in Bill Gammage & Peter Spearritt (eds) *Australians 1938* (Sydney, 1987)
- Horner, Jack "From Sydney to Tingha: Early days in the Aboriginal Australian Fellowship" *Aboriginal History*, 11 (1) pp33-40

Week 8 Excursion: Quarantine Station

In Week 8 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 9 War and Welfare**Essential Reading - study kit**

- Garton, Stephen *The cost of war* (Sydney, 1996) pp 76-108.
- Damousi, Joy 'The Sacrificial Mother' in *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia* (Cambridge: CUP, 1999) pp 26-45.

Further Reading:

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

Jones, Michael	<i>The Australian Welfare State</i> (Sydney, 1980)
Damousi, Joy	<i>The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia</i> , Cambridge, 1999
Damousi, Joy	<i>Living with the Aftermath: Trauma, Nostalgia and grief in post war Australia</i> , Cambridge, 2001.
Garton, Stephen	The war damaged citizen, in <i>Transformations in Australian Society</i> . (1997): (33)-43
Garton, Stephen	Freud versus the rat: understanding shell shock in World War 1 <i>Australian Cultural History</i> , no.16, 1997-1998: (45)-59
Garton, Stephen	Return home: war, masculinity and repatriation in Joy Damousi and Marilyn Lake (eds) <i>Gender and War: Australians at War in the Twentieth Century</i> . (1995): 191-204
Garton, Stephen	War and masculinity in twentieth century Australia <i>Journal of Australian Studies</i> , no.56, 1998: 86-95
Crotty, Martin,	The Anzac citizen: towards a history of the RSL. <i>Australian Journal of Politics and History</i> , v.53, no.2, June 2007: (183)-193
Wheeler, L.	"War, Women and Welfare" in R. Kennedy (ed), <i>Australian Welfare: Historical Sociology</i> , (Melb. 1989).
Aitken-Swan, Jean	<i>Widows in Australia: A Survey</i> (Sydney, 1962)
Clem Lloyd & Jacquie Rees	<i>The Last Shilling: A history of repatriation in Australia</i> (Melb, 1994)
Lake, Marilyn	<i>The Limits of Hope: soldier settlement in Victoria 1915-1939</i> (Melbourne, 1987)
Kewley, T H	<i>Social Services in Australia</i> (Sydney, 1965)
McDonald, D I	"The Australian soldiers Repatriation Fund. An experiment in Social Legislation" in Jill Roe (ed) <i>Social Policy in Australia</i> (Sydney, 1976)

Week 10	Domestic violence
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Essential Reading - study kit pp. 130-152.

Ramsay, Janet	Domestic violence in feminism and policy: late 19 th century', Chapter One, 'The making of domestic violence policy by the Australian Commonwealth government' Ph D thesis, University of Sydney, 2005.
Nelson, Elizabeth	'Civilian Men and Domestic Violence in the Aftermath of the First World War', <i>Journal of Australian Studies</i> , no 76, 2003, 99-108, 240-3
Amanda Kaladelfos	The dark side of the family: paternal child homicide in Australia', <i>Journal of Australian Studies</i> , vol. 37, no. 3, 2013: 338-348.

Further Reading:

Allen, Judith	<i>Sex and Secrets</i> , (Melb, 1990).
Saunders, Kay	"The study of domestic violence" <i>Historical Studies</i> , Vol. 21, No. 82, April 1984.

Bavin-Mizzi, Jillian	<i>Ravished</i> (Sydney, 1995)
Evans, Raymond	"A Gun in the Oven: Masculinism and Gendered Violence" in R. Evans and K. Saunders (eds) <i>Gender Relations in Australia: Domination and Negotiation</i> , (Sydney, 1992)
Lake, Marilyn	" <i>The Politics of Respectability: identifying the masculinist context</i> " <i>Historical Studies</i> , Vo. 22, No. 86, April 1986.
McConnell, Ruth & Mullins, Steve	We had both been drinking since Christmas' - battered wives and dead abusive husbands in early colonial Rockhampton, <i>Journal of Australian Colonial History</i> , v.5, 2004: (100)-119
Quayle, Cleonie	"Breaking the silence: putting the violence into context, <i>UNSW Law Journal</i> , vol 25, no1, 2002.
O'Shane, Pat	"Corroding the soul of the nation" <i>UNSW Law Journal</i> , vol 25, no 1, 2002.
Atkinson, Judy	"Violence in Aboriginal Australia: colonisation and its impact on gender", <i>Refractory Girl</i> , no 36, August 1990, 21-24
McFerrin, Ludo	domestic violence: stories, scandals and serious analysis, <i>Refractory Girl</i> , nos 44-45, 1993
Cecily Wellington	"My time has come to speak" in <i>Holding Up the Sky: Aboriginal Women Speak</i> , Magabala Books (Broome, 1999)

Week 11 Migrants and welfare

James Jupp,	"Refugees and Asylum Seekers" in <i>From White Australia to Woomera: The Story of Australian Immigration</i> , Cambridge University Press, 2002, pp 180-199.
Sara Wills,	'Un-stitching the Lips of a Migrant Nation' <i>Australian Historical Studies</i> , vol 33, no 118, pp 329-338.

Week 12 Perspectives: interventions and media representations

Essential Reading - study kit

Lydon, Jane	'Out of sight and out of mind?' Chapter 8, <i>The Flash of Recognition: photography and the emergence of Indigenous rights</i> , Newsouth, 2012: 265-283.
Putnis, Peter	'Popular discourses and images of poverty and welfare in the news media' in Ruth Fincher and Peter Saunders (eds) <i>Creating Unequal Futures? Rethinking poverty, inequality and disadvantage</i> , Allen & Unwin, 2001.

Further Reading: on mutual obligation

Harris Patricia	"From Relief to Mutual obligation: welfare rationalities and unemployment in 20 th century Australia, <i>Journal of Sociology</i> , v.37, no.1, May 2001: (5)-26
Bane, Mary Jo & Mead, Lawrence	<i>Lifting up the poor</i> (Brookings Institution Press, 2003)

- Saunders, Peter (ed) *Reforming the Australian Welfare State* (Melbourne: Australian Institute of Family Studies, 2000)
- 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 Welfare dependency and mutual obligation: negating Indigenous sovereignty in Aileen Moreton-Robinson (ed) *Sovereign Subjects: Indigenous Sovereignty Matters*. (Sydney, Allen and Unwin, 2007)
- Macintyre, Stuart "The Short History of Social Democracy in Australia", *Thesis Eleven*, No. 15, 1986.
- McCausland, Ruth & Levy, Marc Indigenous policy and mutual obligation: shared shifting responsibility agreements? *Australian Journal of Social Issues*, v.41, no.3, Spring 2006: 277-294
- 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*
- Another Country: Histories of Homelessness, *Parity* (Melbourne), v.19, no.10, Nov 2006: 11
- 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 What do the published figures tell us about homelessness in Australia? *Australian Journal of Social Issues*, v.42, no.3, Spring 2007: 351-367

Week 13	In-class reflection
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ASSESSMENTS

The assessments are integrated and 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 assessment'. 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, 4 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:

- M Allen et (eds) *Fresh Evidence, New Witnesses*, Adelaide, 1989.
- M Aveling (ed) *Westralian Voices*, Perth, 1979.
- M Aveling & J Damousi (eds) *Stepping out of history: documents of women at work in Australia*, Allen & Unwin, 1991.
- 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 & M Murnane (eds) *Uphill all the way: a documentary history of women in Australia*, U of Q Press, 1980.
- B Kingston (ed) *The world moves slowly: a documentary history of Australian women*, Sydney, 1977.
- Bill Murray (ed) *Crisis, conflict and consensus: selected documents illustrating 200 years in the making of Australia*, Rigby, 1984.
- M Quartly et (eds) *Documents on women in colonial Australia*, Sydney 1995.
- H Reynolds, *Dispossession: Black Australians & White Invaders*, Syd., 1989.
- Sharman N Stone *Aborigines in white Australia: a documentary history of the attitudes affecting official policy and the Australian Aborigine, 1697-1973*, Heinemann Educational, 1974.
- R Ward & Robertson J *Such was life: select documents in Australian social history*, Sydney, 1969.
- Fred K. Watson, *Historical records of Australia: Governors' despatches to and from England, 1788-1848*, Library Committee of the Commonwealth Parliament, 1914-1925.
- Elizabeth Webby *Colonial voices: letters, diaries, journalism and other accounts of nineteenth century Australia*, University of Qld Press, 1989.
- Dale Spender *Life Lines: Australian women's letters and diaries 1788-1840*, Allen & Unwin, 1992.
- John Wilson et al *The Australian Welfare State: key documents and themes*, Macmillan, 1996.

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%****5-10 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 16 May

Word length: 3000 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 **APAFI**), 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 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.

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.