



Arts & Social
Sciences

School of Humanities and Languages

ARTS4245 Humanities and Languages Honours II Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor And Philosophy Strand Convenor			
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Consultation Time	Mon 9-10		
History Strand Convenor			
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Environmental Humanities Strand Convenor			
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Consultation Time	TBA		

2. Course Details

UOC: 6

COURSE DESCRIPTION

This is a semester long course for honours students within the School of Humanities. It has two components:

1. The Thesis Workshop which is designed to prepare students for writing an honours thesis in the different humanities disciplines. It will therefore be taken by all students enrolling in this course whatever their primary discipline. Topics covered include: using the library for advanced research; developing, structuring and writing a thesis; using secondary sources; the role of your supervisor in designing and executing your thesis; planning and managing a research project; approaches to presenting thesis research.
2. The seminar in Advanced Topics in Philosophy/History/Environmental Humanities (according to your own disciplinary speciality)

The Advanced Topics in History seminar is designed to expose students to some of the major contemporary approaches to writing history which have frequently drawn on other disciplines, notably anthropology. The main thematic focus will be ways of understanding and analysing contact across cultures. The seminar co-ordinator will be Prof. John Gascoigne.

Students in **Hispanic Studies** and **French Studies** will also be part of the Advances Topics in History seminar.

The Advanced Topics in Philosophy Reading Group will focus on a specific set of problems, concepts or figures in philosophy depending on the participants' interests. The coordinator for the Reading Group will be Dr Markos Valaris.

The Advanced Topics in Environmental Humanities seminar is designed to further students' understanding of key texts and ideas in the area. The seminar will be structured

around a set of key readings that is, to some extent, tailored each year to the specific research interests of students..

COURSE AIMS

The aims of this course are:

1. To develop an awareness and understanding of a broad range of issues in the study of the Humanities and Languages.
2. To develop a capacity to reflect upon contemporary debates in the Humanities and Languages.
3. To provide the opportunity for engagement with diverse approaches within the Humanities and Languages.
4. To develop an understanding of the historical context of contemporary debates in the Humanities and Languages.
5. To develop advanced research skills as well as developing a capacity for independent research.
6. To further enhance critical, analytical and interpretative skills.
7. To further enhance their communication and writing skills
8. To foster an intellectual community and *esprit de corps* among Honours students
9. To support the formulation, development and writing of the Honours thesis

STUDENT LEARNING OUTCOMES

1. identify a range of approaches, traditions and concepts in the Humanities and Languages
2. design, develop and manage a research project
3. locate and analyse relevant research literature related to a specific research topic
4. engage in academic debate at a sophisticated level
5. construct clear, coherent, and informative research essays and oral presentations.

3. Learning and Teaching Rationale

Teaching through the seminar format engages students in learning together; it inspires seminar members to want to learn, to think and read, and it impresses on members the importance of academic standards and ethics. A major goal of the small group learning format is to help students develop their analytical skills, to learn to discern patterns, to make connections, to identify perspectives and to develop a “big picture”. The seminar format ideally fosters joint learning of both seminar leaders and participants and a commitment to lifelong learning.

4. Teaching Strategies

There are no lectures in the Honours year. The seminar will be taught by a range of staff from across the School which will allow students to gain a range of views and approaches in thinking and writing in the humanities’ disciplines. The seminar format offers a direct and intensive relationship between students and academics. It also fosters a sense of belonging to the Honours group that is supportive in a year that is less structured than the first three years of undergraduate experience.

5. Course Assessment

Thesis Workshop Strand (50%)

1. Oral Presentation (10%)

During the semester you are expected to offer a presentation on your thesis topic and research plans to the members of the workshop. Presentations will last about 15 minutes and should be accompanied by an outline of your major points. This can take the form of a handout or of a Powerpoint presentation. **This should be uploaded on Moodle a week before your presentation actually takes place, as your mark will be based on it.** Members of the workshop will comment and ask questions on your presentation.

For details on what your presentation should comprise, see Attachment B.

2. Annotated Bibliography (15%)

You will be asked to create and maintain an annotated bibliography (one of the most useful research skills for the researcher in the humanities) throughout the semester. The annotated bibliography is due on 27 May (Week 12).

3. Project Statement and Thesis Outline (20%)

By the end of the semester you will need to have formulated a clear and feasible topic and outline for your thesis. This outline should explain the topic of your thesis, its significance, the methods to be used and the difficulties you anticipate. Due Tues 27 May (Week 12)

4. Formal Comment on Presentations (5%)

You will be asked to give formal comments on each other's presentations. Evaluation will be based on comprehension of the topic presented and the ability to suggest positive steps for improvement or development. Commentators should **upload a copy of their comments on Moodle**, and also provide a copy to the presenter, no later than on the day of the presentation.

Disciplinary Strand (50%)

5. Major Essay (35%)

This is an independent 4,000 word research essay which will be developed in consultation with the course convenor and the seminar leader appropriate to your disciplinary speciality. The essay will normally be on one of the topics covered in the seminar and research for it will be supervised by the leader of that seminar module. Evaluation will be based on depth of research, analytical rigour and clarity of presentation. The essay should be **uploaded via Moodle by 4 pm on Monday 10 June.**

6. Seminar presentation (or other disciplinary strand seminar exercises) (15%)

Each disciplinary strand in the course will involve a seminar presentation or similar exercise, assessable in mid-semester. A written up version of the seminar presentation (with

footnotes) **should be uploaded via Moodle two weeks after presentation** and should be no longer than 1,500 words.

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.

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

Assignments should be submitted electronically via Moodle, at the appropriate dropbox.

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

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	Date	Seminar	Place	Assessment Due
1	4 March	Introductions. School Thesis Workshop 1: Writing a thesis, Library skills (with Maryanne Bokan)	MB G3 (all)	
2	11 March	Disciplinary Seminar 1	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
3	18 March	Disciplinary Seminar 2	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
4	25 March	Disciplinary Seminar 3	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
5	1 April	Disciplinary Seminar 4	History: MB G3 <i>Students in Philosophy and Environmental</i>	

			<i>Humanities should discuss with the convenor.</i>	
6	8 April	Disciplinary Seminar 5	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
7	15 April (Recess: 22 April)	Disciplinary Seminar 6	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
8	29 April	School Thesis Workshop 2 <i>Thesis Presentations</i>	History: MB G3 <i>Students in Philosophy and Environmental Humanities should discuss with the convenor.</i>	
9	6 May	School Thesis Workshop 3 <i>Thesis Presentations</i>	MB G3 (all)	
10	13 May	School Thesis Workshop 4 <i>Thesis Presentations</i>	MB G3 (all)	
11	20 May	School Thesis Workshop 5 <i>Thesis Presentations</i>	MB G3 (all)	
12	27 May	School Thesis Workshop 6	MB G3 (all)	Project

		<i>Thesis Presentations</i>		Statement and Thesis Outline
13	3 June	NO CLASS		Major Essays Due Monday 10 June

9. Course Resources

Textbook Details The History Seminar Course Kit is available from the University Bookshop.

10. Course Evaluation and Development

The seminar format offers the opportunity for continuous feedback in the weekly discussions.

Formal feedback is provided through the written comments returned with marked essays. Honours students are encouraged to meet in advance with seminar leaders to discuss their presentations and essay topics. Honours students should meet regularly with their thesis supervisors throughout the year.

Student evaluative feedback on this course is welcome and collected continuously on the Moodle course site, and at the end of the semester, via the CATEI survey. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

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.

Attachment A: Annotated Bibliography Assignment

An annotated bibliography is a list of sources, with each item on the list accompanied by a brief note. Maintaining an up-to-date annotated bibliography is a crucial research skill for a researcher in the humanities, because it enables you to keep track of the relevant literature in a handy format. For this assessment, you have to create and maintain an annotated bibliography in your research area.

Format

Your bibliography should contain the following:

- For each item, all the standard bibliographical information (author, date, publisher, place of publication), in any one of the standard formats.
- For each item, a brief note, of about 50-100 words, which should address the following:
 - What is the item's main claim?
 - An evaluation of this item. Do you think that the claim made by this item true? Is it well supported? Is it useful for your project?

Always keep in mind that the primary audience of your annotated bibliography is your future self, who may have forgotten most of what you have just read! So make it clear and informative.

Due Date

- Your annotated bibliography is due on Moodle on **27 May (week 12)**.

Useful Resources

- ANU Academic Skills and Learning Centre, *Writing an Annotated Bibliography*. URL: <<https://academicskills.anu.edu.au/resources/handouts/writing-annotated-bibliography>>. Accessed 25 Jan 2012.
- Beecham, R. (2007), *Annotated Bibliographies*, Teaching and Learning Unit, Faculty of Business and Economics, The University of Melbourne. URL:<http://www.tlu.fbe.unimelb.edu.au/pdfs/helpsheets/text_types/annotated_bibliographies.pdf>. Accessed 25 Jan 2012.

Attachment B: Oral Presentation & Formal Comment

Everyone is expected to present their work to the entire workshop at some point during the semester. Presentations will begin on 29 April (Week 8), and will continue until the end of the session.

Presentations will be no more than 15 mins long, and will be followed by a 5 min. formal comment and open discussion. Everyone is expected to contribute actively to the discussion.

What Do I Have to Present?

Simple: you should present whatever it is that you have done towards your thesis up to that point. This should include (but need not be limited to) the following:

- Presenting some background in the area, so that we can judge for ourselves whether your approach is original and interesting.
- Presenting the particular question you plan to address, and explaining why it is interesting.
- Presenting your own approach to the topic. What do you plan to contribute to your chosen area of study?
- Explaining your research plans, what difficulties you anticipate, and how you plan to address them.

Other requirements:

- Presentations should be no longer than 15 min. They should be accompanied by a handout or Powerpoint presentation summarizing your major points
- Given the variation in presentation dates, it is clear that different presentations will have different levels of detail. This is to be expected, and will be taken into account in the marking: if you choose to present later, then you will be expected to have a more polished presentation.
- **The text of your presentation should be uploaded on Moodle a week before you are scheduled to present.**
- **The text of formal comments should be uploaded on Moodle on the day of the presentation. A copy should also be handed over to the presenter.**

Attachment C: Project Statement and Thesis Outline

The most common question among students entering any research program is, *what should I write about?* It is a question that can cause great anxiety. Our primary task in the first semester thesis workshop is to make sure you come up with a good answer to it. More specifically, during your first semester you are expected to clearly formulate a **thesis topic** and an **outline** that shows how you plan to develop your project to completion.

Throughout this assignment you are expected to consult with your thesis supervisor.

1. Project Statement

The thesis topic you will write must consist of two parts:

1. A *question*. This should be no longer than a sentence or two, and it must specify a well-circumscribed problem that you plan to address.
2. A *project statement*. In 150-250 words, you must do the following:
 - Explain the significance of your question. Why do *you* care about this question? Why should *anyone else* care?
 - Explain how you are going to approach your question. For example, explain what sub-questions you plan to break it down to.
 - Explain what difficulties you think you might encounter in trying to answer these sub-questions. How do you plan to overcome these difficulties?

Things to keep in mind when choosing a question:

- A question is not the same as a research-area. “Philosophy of Mind” is not a question.
- Your question must be well-focused. “What is the beautiful?”, or “what is knowledge?” are not well-focused questions. “What role should the concept of *luck* play in an account of empirical knowledge?” is a well-focused question.
- Your question must be easy to formulate and to explain. If you cannot explain what your question even is then it is very likely that there is still something confused or incoherent in your thinking about the issues.
- A very good way to check whether you really have found a good question is to see if you can break it down into sub-topics which are manageable, in the sense that you can start working on them right away.

Finally, the most important point of all: your question must be **interesting** and **fun** for you!

Things to keep in mind when writing your project statement:

- I suggested above that when choosing your question you should try to think primarily of what *you* would like to work on, and to forget about your teachers. When writing the project statement, however, the opposite is true: you must constantly keep in mind your audience.
- Your project statement must be both easy to understand and informative for someone who has not gone through the train of thought that led you to your question. Why are you interested in this question? Why should we be?
- Be as specific as you can be about the sub-questions you plan to address, and the methods you plan to use to address them.
- Avoid jargon. This is not always possible, but you must never use technical terms unless you have the opportunity to explain them in plain English. Since in your project statement you don't have that opportunity, you must not use technical language.

- Be honest. Clearly specify the bits of your project that you have a handle on already (if any), and those that still seem difficult to you. Don't try to paper over difficulties by being vague.

Picking out a topic for research is a difficult skill, and unfortunately one which cannot really be taught but must be acquired through practice.

2. Project Outline

For the second part of this assignment, you will need to prepare an outline of your thesis. The outline **must, at minimum**, contain the following information:

- A list of the chapters you plan to write.
- For each chapter, a 50-100 word note explaining what the topic of the chapter is and how it fits in the broader project.

In addition to this, you are encouraged to keep updating your outline by adding the following:

- A projected timeline for each chapter (i.e., when you plan to have a first draft of the chapter, and when you plan to have completed it).
- For each chapter, a list of sections.
- A bibliography for each chapter.

When writing your outline, make sure you keep in mind that your job is to convince your reader (and yourself) that you are capable of successfully completing your project.

- Look back at your project statement. Do your chapters plausibly amount to an answer to the question you have set yourself?
- Would this be clear to your reader? To make sure that it is, make your chapter-headings and your descriptions as specific and informative as possible.
- Do your chapters correspond to the breakdown of your question into sub-questions?
- Is it clear how the chapters are related to each other? Does the whole plausibly look like a unified argument?

It is to be expected that your project outline will undergo many revisions during the course of your project. It is also expected that you will have much more to say at this stage about some parts of your project than about others. The point of this exercise is to remind you to take a comprehensive view of your project, and to assess its progress.

Attachment D: Rough Timeline for Completing your Thesis

Session 1

- If you have not done so already, **now** is the time to make specific supervision arrangements with your supervisor. These vary from case to case, but here are some things that you should make sure you discuss with them:
 - Do you plan to have regular meetings with them?
 - When do they expect you to do what? Try to establish a time-line for your thesis. Make sure that they look at your proposed thesis outline, and they agree that it is realistic.
 - Are they going to be away or otherwise unavailable for a certain period? If so, you need to plan ahead.
- By **week 8**, you must have a draft thesis outline. That is, you must have a pretty clear idea of what you are working on, and a rough plan of how you plan to get there.
- By the end of the session, you should plan to have a fairly fleshed out draft of **at least one chapter**.
- By the end of the session you must also have a clear and polished thesis outline.

Session 2

- An **honours review** will be scheduled for each of you near beginning of Session 2. For the honours review, you will need:
 - Your thesis outline.
 - A draft chapter.
- The thesis workshop will continue in Session 2, this time focusing more closely on writing rather than planning. We will have workshops and presentations. The schedule will be determined at the beginning of session.
- Your supervisor should have seen your thesis in its entirety **well in advance** of the official deadline, so that they can recommend changes. This means you should be working towards a **mid-October** informal deadline.
- The FASS-wide deadline for the submission of Honours theses is normally around **15 November**.

ATTACHMENT E: HISTORY SEMINAR SCHEDULE

Week 2: 11 March. Introductions. Allocation of seminars. Screening of video, 'First Contact' [re New Guinea Highlands]. Discussion of the Pearson-Campbell debate about the character of early culture contact in the Pacific

(Set readings are in a course kit which is obtainable from the UNSW Bookstore)

Course kit reading:

[Coursekit pp.1-34] William Pearson, 'The Reception of European Voyagers on Polynesian Islands, 1568-1797', *Journal de la Société des Océanistes*, N°27, Vol. 26, 1970, pp. 121-154.

[Coursekit pp.35-45] I.C. Campbell, 'European-Polynesian Encounters: A Critique of the Pearson Thesis', *The Journal of Pacific History*, No. 2, Vol. 29, 1994, pp. 222-231

[Coursekit pp.46-70] I.C. Campbell, 'The Culture of Culture Contact: Refractions from Polynesia', *Journal of World History*, Vol. 14, No. 1 (Mar., 2003), pp. 63-86

Week 3: 18 March. Understanding the 'Other' through Pictorial Sources

What are the advantages and disadvantages to historians of cross-cultural contact of pictorial evidence as against written sources?

Course kit reading:

[Coursekit pp.71-77] Bernard Smith's *European Vision and the South Pacific*. 2nd ed (Oxford, 1989) PXQ709.9/1, Introductory pp. 1-7

[Coursekit pp.78-103]

Bernard Smith, 'Portraying Pacific peoples' in his *Imagining the Pacific. In the Wake of the Cook Voyages* (Melbourne, 1992) PQ 760.044999/1, pp. 77-85, 87-98, 100-103, 109

Further reading:

Bernard Smith, *Imagining the Pacific. In the Wake of the Cook Voyages* (Melbourne, 1992) PQ 760.044999/1

R. Joppien and Bernard Smith (eds), *The Art of Captain Cook's voyages* (4 vols, Melbourne: 1985) SQ 709.033/5 (1-4)

Bernard Smith and Alwyne Wheeler, *The Art of the First Fleet and other early Australian drawings* (Melbourne, 1988) SQ 741.994074/1

J. Bonnemains, E. Forsyth and B. Smith, *Baudin in Australian waters. The artwork of the French voyage of discovery to the Southern lands 1800-1804* (Melbourne, 1988) SQ741.944/5

Donaldson, I. and T.,(eds.), *Seeing the First Australians*, Sydney, 1985. S994.0049915/19A

Richard Neville, *A rage for curiosity. Visualising Australia 1788-1830* (Sydney, 1997) CFA 709.94/256 esp. ch. 3

Week 4: 25 March. Cross Cultural Contact between the Spanish and the Peoples of the Caribbean and the Americas (with Prof. David Cahill)

What assumptions did the Spaniards and Native Americans make about each other and how did these affect their actions and interrelationships?

Course kit reading:

[Coursekit pp.104-113] Matthew Restall, "The New Conquest History", *History Compass* vol. 10, no. 2 (2012), pp. 151–160 (online).

[Coursekit pp.114-118] Letter of Christopher Columbus
<http://www.ems.kcl.ac.uk/content/etext/e022.html>

[Coursekit pp.119-120] An Aztec Account of the Conquest of Mexico

From Miguel Leon Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 1962), pp. 64-66, 129-131.

[Coursekit pp.121-122] Excerpt from Cortés' *Second Letter*, written to Charles V in 1519 and first published in 1522
(Source: Hernán Cortés: Letters from Mexico. Translated and edited by Anthony Pagden, 72-74. New Haven and London: Yale University Press, 1986.)

Core readings also include material on the following website (especially the primary documents)

<http://www.historians.org/tl/lessonplans/ca/fitch/index.htm>

and Susan Schroeder, "Introduction: The Genre of Conquest Studies" in Laura Mathew and Michael R. Oudijk (eds), *Indian Conquistadors: Indigenous Allies in the Conquest of Mesoamerica* (Norman: University of Oklahoma Press, 2007), pp. 5-27 (online UNSW)

Further reading:

David Carey Jr., "Historical Maya and Maya Histories: Recent Trends and New Approaches to Reconstructing Indigenous Pasts in Guatemala", *History Compass*, vol. 9, no. 9, 2011, pp. 701-719 (online)

Inga Clendinnen, *Ambivalent conquests: Maya and Spaniard in Yucatan, 1517-1570*. Cambridge: Cambridge University Press, 1987 (UNSW S 972.6502/1 A; also online)

Kenneth Mills, "The Naturalization of Andean Christianities", *The Cambridge History of Christianity*, edited by R. Po-chia Hsia (Cambridge: Cambridge University Press, 2007), vol. 6, pp. 508-539 (online UNSW)

Leslie S. Offutt, "Rereading Conquest: Recent Works on the Conquests of Mexico, Guatemala, and Colombia", *Ethnohistory* 56:1 (Winter 2009), pp. 187-193 (online)

General Background:

Richard Adams and Murdo J. MacLeod (eds), *The Cambridge History of the Native Peoples of the Americas* Vol. 2, part 1, Mesoamerica, Cambridge, 2000 (online UNSW)

Ross Hassig, *Mexico and the Spanish Conquest*, London, 1994 UNSW (S 972.02/111 A)

James Lockhardt, *We People Here: Nahuatl Accounts of the Conquest of Mexico*, 1993 (972.02/110 /(1))

Miguel León Portilla, *The Broken Spears : The Aztec Account of the Conquest of Mexico*(S 972.02/10; also excerpts online through UNSW)

Matthew Restall, *The Seven Myths of the Spanish Conquest* (OUP, 2004 (S 980.013/12)

Stuart B Schwartz, *Victors and Vanquished : Spanish and Nahua Views of the Conquest of Mexico*, Boston, 2000 (S 972.02/129)

Hugh Thomas, *Conquest: Montezuma, Cortes and the Fall of Old Mexico*, 1993 (S 972.02/107)

Week 5: 1 April. Cross Cultural Contact between Europeans and the Peoples of North America

I The British (with Dr Lisa Ford)

How did European colonisation of New England in the 16th and 17th centuries transform Native American life?

Course kit reading:

[Coursekit pp.123-150] Daniel Richter, 'Confronting a New Material World,' *Facing East from Indian Country: A Native History of early America* (Cambridge MA: Harvard UP, 2001), 41-68.

[Coursekit pp.151-175] Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problems of Livestock in Early New England," *William and Mary Quarterly* 51.4 (1994): 601-624.

[Coursekit pp.176-190] Franklin Hough (ed.), *Narrative of the Causes which led to Philip's Indian War of 1675-6* by John Easton, Albany, NY, 1858, pp. 1-15

Further Readings on the English in 17th Century North America:

James Axtell, *The European and the Indian: Essays in the Ethnohistory of Colonial North America*, NY: OUP, 1981 (970.00497/43S)

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983, 2000) (S 974.02/6)

Karen Kupperman, *Settling with the Indians : The Meetings of English and Indian cultures in America, 1580-1640*, London, 1980 (**S 970.02/1**)

Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (New York: Vintage, 1998) (973.2/96)

James Hart Merrell, and Institute of Early American History and Culture (Williamsburg Va.). *The Indians' New World: Catawbas and Their Neighbors from European Contact through the Era of Removal*. Chapel Hill: University of North Carolina Press, 1989 (S 975.600497/1)

James Merrell, 'The Indians' New World: The Catawba Experience', *William and Mary Quarterly*, 41 (1984), 537-65 (online)

Daniel K. Richter, *Facing East from Indian Country: A Native History of early America* (Cambridge MA: Harvard UP, 2001) (online)

Bruce Trigger, 'Early Native North American Responses to European Contact', *J. of American History*, 77 (March 1991), 11925-1215 (online)

Neal Salisbury, 'Native Peoples and European settlers in eastern North America, 1600-1783', Bruce Trigger and Wilcomb Washburn (eds), *Cambridge History of the Native Peoples of North America*, the vol. 1 North America, Part 1, pp.399-460 (online)

Week 6: 8 April. Cultural Contact between Europeans and the Peoples of North America
II The French

Critically evaluate Richard White's concept of 'the middle ground' as a space where the French and the American indigenous peoples could meet and deal with each other for mutual advantage.

Course kit reading:

[Coursekit pp.191-200] Richard White *The Middle Ground* (Cambridge, Mass., 1991), pp. ix-xv, 1-10

[Coursekit pp.201-216] Denys Delâge, *Bitter Feast: Amerindians and Europeans in Northeastern America, 1600-64* (UBC, 1993), chapter 3

[Coursekit pp.217-233] Edward P. Hamilton (ed.), *Adventure in the Wilderness. The American Journals of Louis Antoine de Bougainville 1756-1760* (Norman, Okl., 1964), pp. 8-11, 30-1, 40-43, 54-55, 82-3, 90-91, 102-107, 114-117, 126-127, 132-135, 204-205

Further reading:

On miscegenation: Jennifer M. Spear, 'Colonial Intimacies: Legislating Sex in French Louisiana', *The William and Mary Quarterly*, Third Series, Vol. 60, No. 1 (Jan., 2003), pp. 75-98 (online)

On legal permeability: Saliha Belmessous, 'Wabanaki versus French and English claims in north-eastern North America c. 1715', in Belmessous, ed., *Native Claims: Indigenous law against Empire, 1500-1920* (New York: Oxford University Press, 2012), 107-128 (online)

Further readings:

Brett Rushforth, "A Little Flesh We Offer You": The Origins of Indian Slavery in New France", *The William and Mary Quarterly*, Third Series, Vol. 60, No. 4 (Oct., 2003), pp. 777-808 (online)

Allan Greer, 'Colonial Saints: Gender, Race, and Hagiography in New France', *The William and Mary Quarterly*, Third Series, Vol. 57, No. 2 (Apr., 2000), pp. 323-348 (online)

Saliha Belmessous, 'Assimilation and Racialism in Seventeenth and Eighteenth-Century French Colonial Policy', *American Historical Review* 110: 2 (April 2005) 322-349 (online)

Daniel K. Richter, *The ordeal of the longhouse: the peoples of the Iroquois League in the era of European colonization*, Chapel Hill, 1992 (S 974.7004975/1)

[Richter, Daniel, "War and Culture: The Iroquois Experience"](#), *William and Mary Quarterly*, 40 (1983), 528-559 (online)

[Adelman, Jeremy and Steven Aron, "From borderlands to borders: Empires, nation-states, and the peoples in between in North American history"](#), *American Historical Review*. 104:3 (1999): 814-841 (online)

[Forum Essay: Responses, American Historical Review](#), 104:4 (1999):

["Introduction: Borders and Borderlands"](#), 1221.

[Evan Haefeli, "A Note on the Use of North American Borderlands"](#), 1222-1225.

[Christopher Ebert Schmidt-Nowara, "Borders and Borderlands of Interpretation"](#), 1226-1228.

[John R. Wunder; Pekka Hamalainen, "Of Lethal Places and Lethal Essays"](#), 1229-1234.

[Adelman, Jeremy and Steven Aron, "Of lively exchanges and larger perspectives"](#), 1235-1239.

Week 7: 15 April: **The Death of Cook: European and Hawaiian Perspectives** [John Gascoigne]

This seminar considers the recent spirited debate between Sahlins and Obeyesekere over the interpretation of the death of Cook to raise larger issues about cross-cultural understanding and the interpretation of texts.

Seminar question: How far can the death of Cook be attributed to Hawaiian beliefs that he was a deity?

Coursekit Reading:

[Coursekit pp.234-241] Gananath Obeyesekere, *The Apotheosis of Captain Cook: European Mythmaking in the Pacific*, Princeton University Press, 1992. S919.6/42A, pp.49-73

[Coursekit pp.242-259] Marshall Sahlins, *How 'natives' think" about Captain Cook, for example*, Chicago, 1995 S996.900/1, 48-73

[Coursekit pp.260-274] J.C. Beaglehole, ed., *Journals of Captain James Cook on his voyages of discovery*, 3 vols in 4, Cambridge University Press: Hakluyt Society, 1955-74. S990/4-7, Vol.III, i, 528-69, Vol. III,ii, 1158-71, 194-1219

Further Reading:

Greg Dening, 'Sharks that Walk on the Land: the Death of Captain Cook', *Meanjin*, 4(1982), 427-37 S 052/25 (Most of this incorporated into G. Dening, Greg, *Mr Bligh's Bad Language*, Cambridge, 1992, 'Entr'acte'. S910.45/62)

Gananath Obeyeserke, 'British Cannibals: Contemplation of an Event in the Death and Resurrection of James Cook, Explorer', *Critical Inquiry*, 18(1992), 638 S801.9505/2

Marshall Sahlins, *Historical Metaphors and Mythical Reality*, Ann Arbor, 1980. S996.9/8

Marshall Sahlins, *Islands of History*, Chicago, 1985. S990/55

(Major essay essays due Mon. 10 June)