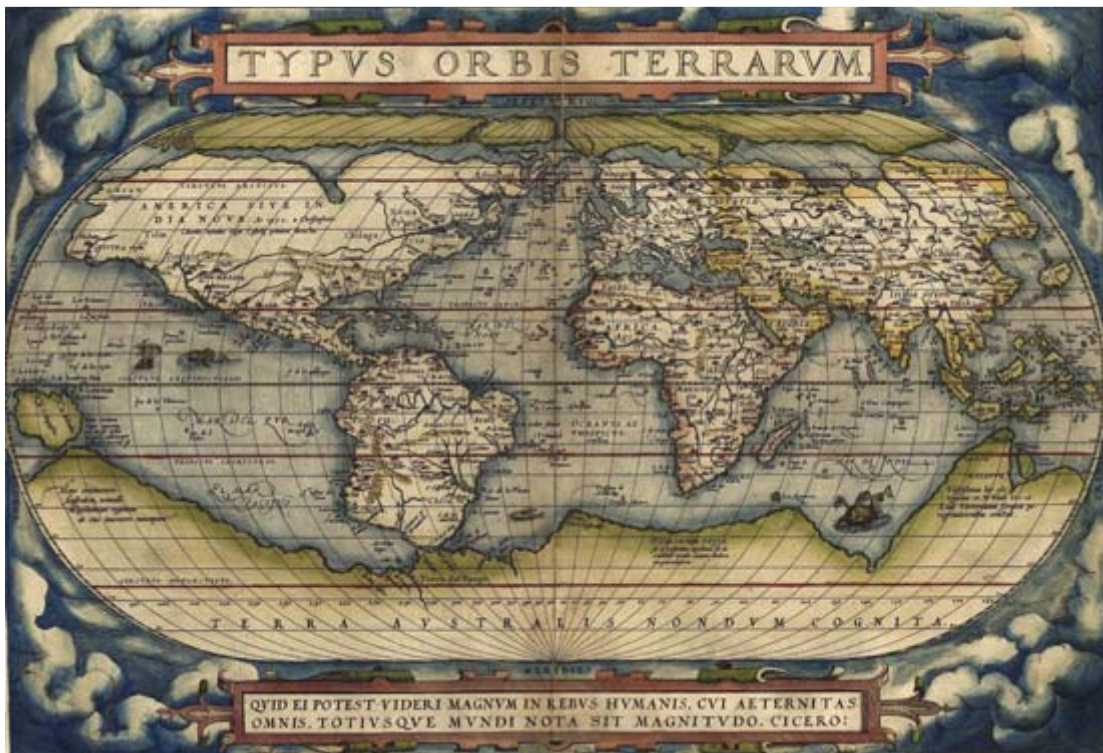




SCHOOL OF HUMANITIES AND LANGUAGES

**ARTS 4246 B
HUMANITIES HONOURS II (UOC 6)**



SESSION 2, 2013

COURSE STAFF	3
COURSE DETAILS	3
COURSE AIMS	3
STUDENT LEARNING OUTCOMES.....	4
LEARNING AND TEACHING RATIONALE	4
TEACHING STRATEGIES	4
COURSE EVALUATION AND DEVELOPMENT.....	4
ASSESSMENT	5
ASSIGNMENT SUBMISSION	6
ASSIGNMENT COLLECTION	7
ASSIGNMENT EXTENSIONS.....	7
LATE SUBMISSION OF ASSIGNMENTS	7
ATTENDANCE.....	7
COURSE SCHEDULE.....	8

i)Thesis Workshop

<u>Strand</u>.....	9
---------------------------	----------

Attachment A: Annotated Bibliography Assignment.....	10
Attachment B: Oral Presentation & Formal Comment.....	11
Attachment C: School of Humanities Honours Thesis Requirements.....	12-3
Attachment D: <u>Aims of a History Honours Thesis.....</u>	14
<u>Aims of a Philosophy Honours Thesis.....</u>	15-6
Attachment E Rough Timeline for Completing your Thesis.....	17-8

ii) Disciplinary Strand Seminars

<u>History.....</u>	<u>19-26</u>
<u>Philosophy... ..</u>	<u>26</u>

ACADEMIC HONESTY AND PLAGIARISM.....	27
WHAT IS PLAGIARISM?	27
OCCUPATIONAL HEALTH AND SAFETY POLICY	28
OHS GUIDELINES	
STUDENT EQUITY AND DIVERSITY	30
OTHER STUDENT INFORMATION	30

Cover Illustration: Abraham Ortelius (1570), Theatrum orbis terrarium

COURSE STAFF

School Honours Convenor:

Name: Dr Markos Valaris
Email: m.valaris@unsw.edu.au

History Disciplinary Strand Convenor

Name: Prof. John Gascoigne
Room: 342 Morven Brown
Phone: 9385-2341
Email: j.gascoigne@unsw.edu.au
Consultation Time: Fri. 11.30-12.30

COURSE DETAILS

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. One of its primary aims is to allow students to receive feedback on their thesis proposals.
2. The seminar in Advanced Topics in Philosophy/History (according to your own disciplinary speciality)

While all students will be involved in the same thesis workshop seminars each student will only take one of the disciplinary seminar strands below.

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.

The Advanced Topics in Philosophy seminar is designed to expose students to some of the leading issues, debates and ideas within contemporary philosophy and the history of philosophy. This seminar will focus on a specific set of problems, concepts or figures in philosophy depending on the participants' interests. The coordinator for the philosophy seminar will be Dr Dr Markos Valaris m.valaris@unsw.edu.au

COURSE AIMS

The aims of this course are:

1. To develop an awareness and understanding of a broad range of issues in History and Philosophy.
2. To develop a capacity to reflect upon contemporary debates in History and Philosophy.

3. To provide the opportunity for engagement with diverse approaches within the fields of History and Philosophy.
4. To develop an understanding of the historical context of contemporary debates in History and Philosophy.
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

At the conclusion of this course, students should be able to:

1. identify a range of approaches, traditions and concepts in the fields of History and Philosophy
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.

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.

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.

COURSE EVALUATION AND DEVELOPMENT

Student Feedback

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 is gathered periodically. 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.

ASSESSMENT

Thesis Workshop Strand (50%)

1. Oral Presentation

=10% (L[earning] O[utcome] A[ssessed]=4.Communication)
(G[raduate] A[tttributes]= Effective Communication;)

During the semester you are expected to offer a presentation on your thesis topic and research results 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 (with a copy to the course convenor). Members of the workshop are expected to comment and ask questions

2. Annotated Bibliography

=15% (LOA=2, Enquiry-based learning; GA=Information Literate)

You will be asked to continue to develop an annotated bibliography (one of the most useful research skills for the researcher in the humanities) throughout the semester. This will be due on Friday 18 October (Week 11). This should include at least 20 items with 100-200 words of annotation for each.

3. Draft of introductory chapter

=20% (LOA=3. Cognitive skills; GA=Rigorous in analysis)

This chapter should outline the significance and scope of your thesis and the way in which it adds to the field. It should be preceded by a short abstract of your thesis. This will be due on Friday 11 October (Week 10). Length will vary according to the structure of your thesis but will generally be in the vicinity of two to three thousand words.

4. Formal Comment on Presentations

=5% (LOA=4. Communication; GA=Effective communication)

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 of the topic. Those presenting will be asked to email a copy of their presentation outline to the commentator and Course Director a week ahead of the presentation. Commentators should provide a short written summary of their comments both to the presenter and to the Course Director.

Disciplinary Strand (50%)

5. *Seminar presentation (or other disciplinary strand seminar exercises) =15%* (LOA=1. Advanced Disciplinary learning; 4. Communication, GA=Independent Enquiry; Effective communication)

Those presenting seminars in the disciplinary strands should speak for about 15 mins and should provide an overview of their major points either as a handout or on Powerpoint. A written up version of the seminar paper (with footnotes) should be handed in two weeks after presentation and should be not longer than 1,500 words.

6. *Three responses to the set readings (or other disciplinary strand seminar exercises) = 3x 5% =15%* (LOA=2. Enquiry based learning; GA=Information literate)

No more than a 300 word response to the set readings linking them with the set question set for the week (choose any three weeks apart from the week in which you are presenting). Hand to disciplinary strand co-ordinator on day of seminar.

7. *A two thousand word essay on a set topic (this should include footnotes and a bibliography)=20%* (LOA=1. Advanced Disciplinary learning; 4.GA=Independent Enquiry)

For the history discipline strand the question aims to test an overall grasp of the major themes of the seminars on cross-cultural contact and will be based on the set readings. The general question is: 'How have historians sought to understand and analyse the experience of cross-cultural contact? What are the strengths and weaknesses of such approaches?' DUE: Friday 20 September (Week 8)

NB: Students who have not taken ARTS4245B should consult with the course director about their assessment. Where appropriate an assessment item for ARTS4245B may be substituted for an assessment item for ARTS4246B above.

Assignment Submission

The cut off time for all assignment submissions in the School is **4pm** of the stated due date.

Two assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.

All hard/paper copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities, 2nd floor, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.

In addition, a soft copy must be sent by 4pm on the due date by email to assessment@unsw.edu.au. All emailed assessments sent to assessment@unsw.edu.au will receive an electronic acknowledgement.

Important Note Electronic copies emailed to assessment@unsw.edu.au will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.

- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment (eg. If assignment was sent to assessment@unsw.edu.au : the original sent email with the attached assignment kept in their 'sent box' and the electronic acknowledgment.

Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period. To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 1% penalty per day excluding weekends (calculated from the maximum marks available for that assignment). This penalty will also apply to theses submitted after the due date.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. The Lecturer will keep attendance records.

Finally...

We hope you enjoy this seminar, that you find your entire Honours year intellectually stimulating, and that you develop through it a supportive network of staff and fellow students

COURSE SCHEDULE

Summary

Week	Date	Seminar	Place
1	2 August	Introductions. School Thesis Workshop 1 3 hour session	Webster 251 (all)
2	9 August	Disciplinary Seminar 1	History: Webster 251
3	16 August	Disciplinary Seminar 2	History: Webster 251
4	23 August	Disciplinary Seminar 3	History: Webster 251
5	30 August	Disciplinary Seminar 4	History: Webster 251
6	6 September	Disciplinary Seminar 5	History: Webster 251
7	13 September	Disciplinary Seminar 6	History: Webster 251
8	20 September	School Thesis Workshop 2. Presentations 3 hours session	Webster 251 (all) Disciplinary essay due
9	27 September	School Thesis Workshop 3. Presentations 3 hours session	Webster 251 (all)
10	11 October (Recess 30 September to 4 October)	School Thesis Workshop 4. Presentations. 3 hours session	Webster 251 (all) Draft of introductory chapter due
11	18 October	NO CLASS	Annotated bibliography due.
12	25 October	NO CLASS	
13	1 November	NO CLASS	

SEMINAR PROGRAM

i) **Thesis Workshop Strand**

1. 2 August. Introductions, Orientations (3 hour)

Weeks for presentation of project statement assigned (along with commentator for that week). Requirements discussed for: i) annotated bibliography and ii) Draft of introductory chapter. (see Attachments A, B, C, D, E below)

Thesis review process and how it can help you.

The thesis writing process

How to present your thesis. How to reference effectively.

2. 20 September Thesis Outline Presentations (3 hour)
3. 27 September Thesis Outline Presentations (3 hour)
4. 11 October Thesis Outline Presentations (3 hour)

Attachment A

Annotated Bibliography Assignment (15%)

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? How is it argued for?
 - An evaluation of this item. Do you think that the claim made by this item true? Is it well supported?
 - An assessment of this item's usefulness for your project. More specifically, include the following:
 - Do you plan to respond directly to this item?
 - Do you need to look more deeply into the issues raised by it?
 - How does it relate to other items you have read?
 - What further sources did you collect from this item?

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. A good test is to give it to someone else to read. This is exactly what we will be doing in the workshop.

Due Dates and Requirements

- Your annotated bibliography is due on **Fri. 18 October (week 11)**.

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 (20%) & Formal Comment

Everyone is expected to present their work to the entire workshop at some point during the semester.

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 is due to the course co-ordinator (and your commentator) by email a week before the actual presentation.**

Attachment C
School of Humanities Honours Thesis Requirements

1. Submission Deadline(to School of Humanities office)
for theses due in Session Two= 11 November
2. You must submit **two bound copies** of your thesis (spiral binding is acceptable).
3. Your thesis will be marked by two examiners. Supervisors are **not allowed** to mark the theses of students they supervise, although they will offer advice about suitable examiners, and may be consulted during marking.
4. It is possible to have an examiner **external to the school**, if this is judged appropriate by your supervisor and the program co-ordinator.
5. You must include a **title page**, which lists the title of your thesis, your name and the following text:

“Submitted to the School of Humanities, the University of New South Wales, in partial fulfilment of the requirements of the Bachelor of Arts with Honours in Philosophy/History/Environmental Humanities”.
6. You must include a **signed declaration** that the work contained in the thesis is your own, except where explicitly indicated and that it has not been previously submitted here or elsewhere else.
7. An **acknowledgements page**, if you want to include one, should be placed either in the beginning, before the table of contents, or at the end, before the bibliography
8. Your thesis must be between **15,000-20,000 words**. (NOTE: 20,000 words is the **absolute maximum**.) This applies to the text only, and does not include bibliography, footnotes, etc. *Students are likely to be penalised for exceeding the word limit.* Calculate the overall word count of your thesis, and write this total on the signed “Statement of Originality”
9. You must include a **table of contents**, which lists all chapters, appendices etc. and their page numbers.
10. In addition, you are required to provide an Abstract (or precis) summarising the overall argument of your thesis. This should be 200–500 words, and is included in the bound thesis following the Contents page.
11. The last item in your thesis must be a **bibliography**. The bibliography must list all resources cited in the thesis, and must include complete bibliographical information. There is no particular style of referencing that is mandatory. However, it is mandatory that you consistently follow **some style** or other, and that all pertinent details are mentioned: author, publisher, location and year of publication, editor and translator if applicable, page numbers if applicable, etc.

12. **Quotations** must have a detailed reference including page numbers, or—in the case of, e.g., web-resources—other standard indications which allow for easy independent verification. footnotes at the bottom of each page numbered in sequence for each chapter (rules for the style of footnote references in History are set out in the *Little Red Booklet, Part 1* -- download from the School's website: <http://hist-phil.arts.unsw.edu.au/student-resources/>)
13. **Format.** Your thesis must be **double-spaced**. Indent long quotations (more than 3 lines); underline or *italicise* foreign (i.e. non-English) words, as well the titles of all books, newspapers, academic journals, etc.
14. You must use an **easily readable font**. Courier and sans-serif fonts like Arial are not easily readable for large amounts of printed text. Garamond, Palatino and Times New Roman are.

Attachment D

Aims of a History Honours Thesis

A student should demonstrate her or his skills as a researcher and as a historian. These include the ability to analyse and critically assess information, to present a convincing argument, and to communicate the results of original research in a clear, accurate fashion.

The aims of a thesis can therefore be said to fall into three main areas:

Research and Analysis

Argument

Communication and Presentation

Research and Analysis

1. The student must be able to define the topic and present the historical problem(s) to be addressed.
2. The thesis topic should be located within both a historical and a historiographical context. The student should therefore show a thorough grasp of the relevant secondary literature, and the relationship of the thesis to that literature.
3. The student must demonstrate the ability to subject all sources used to critical scrutiny. The use of historical *imagination* is also desirable.
4. As the student will be assessed on research skills, she or he is expected to analyse sources, and to make explicit the theoretical approach and/or methods of research adopted.

Argument:

5. The student is expected to show the ability to construct and develop a logical historical argument.
6. This argument -- or "thesis" -- should be supported by pertinent illustrative evidence.
7. The sources of such evidence must be fully documented.

Communication and Presentation:

8. It is essential that the thesis be written in clear, precise, academic English.
9. The following qualities are also desirable:
 - fluency of expression
 - a style that is grammatically acceptable
 - correct spelling at all times
10. The presentation of the finished thesis must follow the guidelines set out in the "Rules for the Presentation of Theses" (Appendix C above).

Aims of a Philosophy Honours Thesis

What is expected of an honours thesis?

The point of writing an honours thesis is to develop and display your capacity for independent, sustained research and to demonstrate your ability to pursue further, high-level research in philosophy. The following criteria may be used for assessing your honours thesis:

1. Clarity and coherence of argument, supported by evidence
2. Capacity for originality and independent research
3. Familiarity with and understanding of the relevant literature
4. Clarity and structure of written English
5. Demonstrated analytical and critical capacity
6. Methodological self-awareness
7. Consistency and completeness in matters of bibliography, citation and quotation

Even if your examiner does not agree with the point of view defended in your thesis, this will play no role in determining a mark for your thesis.

Some of the above criteria are (hopefully!) obvious, but others might need a bit of spelling out:

The thesis must present a clear and coherent argument

A thesis is not a literature survey. It is an argument: it is the presentation of reasons for a point of view on an issue or text. In writing a thesis, you are attempting to demonstrate the correctness of a particular perspective or point of view. This demonstration must be such that you can reasonably expect your readers to be moved by it. In order for this to happen, it must be presented in such a way that your readers are able to follow all the steps in your reasoning.

In your introduction (which you will normally write only after you have completed the rest of your thesis) you should include an overview of the entire argument, describing the role that each chapter plays in it.

The thesis demonstrates a capacity for original and independent research

While the level of originality expected of your thesis is not the same as that expected of a PhD, you are still expected to show that you are capable of bringing fresh ideas and insights into your topic. Such originality might manifest itself in a number of ways, for example, in a novel interpretation of a classic thinker; in an argument which convincingly shows surprising connections between different thinkers or points of view; in a clear exegesis of a complex topic; or in the development of a critical perspective.

As a rule of thumb, you should not *try* to be original—this is about as futile as *trying* to be spontaneous. You should simply approach the issues honestly, with an open mind, and without assuming that famous philosophers or your teachers always know best.

The thesis demonstrates familiarity and understanding of the relevant literature

Although, as noted above, a philosophy thesis is *not* a literature review, all research must draw upon the achievements of others in the relevant area. You can see much further standing on the shoulders of others. It is important, therefore, to spend a good amount of time familiarizing yourself with the literature in your chosen area.

Note, however, that what matters is not the number of items in your bibliography, but rather the level of *understanding* that you have achieved. You must read reflectively and critically. Reading philosophically is itself a difficult skill, which takes effort and time to develop. At the honours level it is assumed that you already have that skill to some extent, and through coursework and independent research you will develop it further.

The thesis must be clearly structured and written

By honours level you are expected to have a good command of the English language and of philosophical writing. Theses that are poorly expressed, full of grammatical or spelling mistakes, or unnecessarily convoluted or difficult to understand will suffer in the marking, regardless of the ideas behind them. Above all, heed Leibniz's warning: "technical terms are to be shunned as worse than dog or snake." Avoid the temptation to use jargon without clear explanation in ordinary language.

Methodological self-awareness

Questions of method are important in any discipline, but perhaps especially so in philosophy. When reading the work of any philosopher it is always important to consider, "why are they asking the questions they are asking?" and "what do they take the range of possible answers to be?". Any line of research rests on a large number of assumptions about what the important philosophical questions are and what constitutes a legitimate way of approaching them. In your research, you will have to make such assumptions too. It is important to be as honest and explicit about them as you can.

Attachment E

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 5**, 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 idea for **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.
 - Your annotated bibliography.
 - 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. You must discuss the details of when and in what form (chapter by chapter as they are completed, or in one go) they prefer this to happen with them.
- **2013 Deadlines for submitting your thesis: Session One 11 June; Session Two 11 November**

ii) **Disciplinary Strand Seminars**

I. **History**

Week 2, 9 August. Cross-Cultural Contact in Colonial Australia (with Assoc. Prof. Grace Karskens)

How did Aborigines respond to the coming of the Europeans?

Course kit reading:

Watkin Tench, *A narrative of the expedition to Botany Bay...*, 3rd ed., London, 1789, pp. 53-6, 77, 80-2, 90-3

[Coursekit: pp. 32-44]

David Collins, *An account of the English colony in New South Wales...*, 2nd ed., London, 1804, pp. 17-8, 29-30, 34-5, 43, 74, 119-20, 122, 135, 236-7, 288, 312, 350-1, 353-4, 356-8, 405, 410

[Coursekit: pp. 45-70]

Grace Karskens, *The colony. A history of early Sydney*, Sydney, 2009, ch. 2 'Encounters in Eora country' (306.089915/16 A

[Coursekit: pp. 71-93]

Further reading:

Peggy Brock, 'Skirmishes in Aboriginal history', *Aboriginal History*, 28, 2004, 207-25.

Richard Broome, *Aboriginal Australians: black responses to white dominance 1788-1994*, Sydney, 1994 S 994.0049915/4 W

Inga Clendinnen, *Dancing with strangers*, Melbourne, 2003 S 994.41004991/2 A

R. Lambert, 'Aboriginal life around Port Jackson' in Bernard Smith and Alwyne Wheeler (eds), *The art of the First Fleet*, 1988, pp. 19-69 SQ 741.994074/1

Keith Smith, *Bennelong: the coming in of the Eora Sydney Cove 1788-1792*, Sydney, 2001. S 305.89915092/16

Keith Willey, *When the sky fell down: the destruction of the tribes of the Sydney region 1788-1850s*, Sydney, 1979. 301.451991/72 E

Week 3, 16 August: Cross-Cultural Contact between Māoris and Europeans in New Zealand up to the Treaty of Waitangi (1840).

What prompted the signing of the treaty of Waitangi and how did Maoris and Europeans view it?

Course kit reading:

The English and (translated) Māori versions of the Waitangi treaty (<http://waitangi-tribunal.govt.nz/treaty>)

[Coursekit: pp. 1-4]

Ruth Ross, 'Te Tiriti o Waitangi: texts and translations', *New Zealand Journal of History*, 6 (1972), 129-57

[Coursekit: pp. 5-19]

James Belich, *Making peoples. A history of the New Zealanders*, Vol. I, Auckland, 1996, S 993/24, pp. 180-203

[Coursekit: pp. 20-31]

Further reading:

Background

Patricia Bawden, *The years before Waitangi: a story of early Maori/European contact in New Zealand*, 1987 SQ 993.101/19

Harrison M. Wright, *New Zealand 1769-1840: Early years of western contact*, Cambridge, Mass., 1959 S 993.101/2 E

Specialist works

Michael Belgrave, Merata Kawaharu and David V. Williams (eds), *Waitangi revisited: perspectives on the Treaty of Waitangi*, Auckland, 2004 Law Library (L/ KM208.43/M12/2)

Paul Mc Hugh, *The Maori Magna Carta: New Zealand law and the treaty of Waitangi*, 1991. (L/ KM208.43/M24/1)

C. Orange, *Treaty of Waitangi* .Bridget Williams, 1987 S 993.1/45

Week 4, 23 August. Cross Cultural Contact General Themes: I. Trade

‘The transition from gift to commercial exchange’. Does this adequately summarise the impact of the coming of Europeans on indigenous trading relations?

Course kit reading:

John Meares, *Voyages made in the years 1788 and 1789, from China to the north west coast of America...*, London, 1790, pp. lxxvii-lxxxv, 113-123, 127-31, 140-2, 146-9
[Coursekit: pp. 94-125]

John Gascoigne, *Captain Cook. Voyager between worlds*, London, 2007 910.92/59, ch. 3
‘Trade’, pp. 79-100
[Coursekit: pp. 126-137]

Further reading:

General:

Harry Liebersohn, *The return of the gift: European history of a global idea*, Cambridge, 2011
394.094/1

Lygia Sigaud, ‘The vicissitudes of the gift’, *Social Anthropology*, 10/3, 2002, 335-58.

On New Zealand

Anne Salmond, *Between worlds. Early exchanges between Maori and Europeans 1773-1815*, Auckland, 1997, S 993.01 Part Two, ‘Utu, Law and Commerce’, pp. 175-400

On the Pacific generally

R. Borksy and A. Howard, ‘The early contact period’ in A. Howard and R. Borksy (eds.), *Developments in Polynesian ethnology*, Honolulu, 1989, pp. 241-75

Frank Quimby, ‘The hierro commerce’, *Journal of Pacific History*, 46 (2011), 1-26.

Nicholas Thomas, *Entangled objects: exchange, material culture, and colonialism in the Pacific*, Cambridge, Mass., 1991, CFA 306.30995/1

What meaning did ‘conversion’ have in cross-cultural relations and how far did it mean a departure from traditional beliefs?

Course kit reading:

James Wilson, *A missionary voyage to the Southern Pacific Ocean*, London, 1799, pp. 156-75 (available online through UNSW library)
[Coursekit: pp.138-147]

Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (eds), *Colonial Latin America: A Documentary History* Wilmington, Del.: Scholarly Resources, 2002 (980.01/49 B), ‘Orders given to the “Twelve” [Franciscan missionaries]’, pp. 59-64

[Coursekit: pp. 148-153]

David Murray, ‘Spreading the word: Missionaries, conversion and circulation in the northeast [of America]’ in Nicholas Griffiths and Fernando Cervantes (ed.), *Spiritual encounters. Interactions between Christianity and native religions in colonial America*, Birmingham, 1999 (can be borrowed from Course Director), pp. 43-64

[Coursekit: pp. 154-165]

James Boutilier, ‘“We fear not the Ultimate Triumph: Factors Effecting the Conversion Phase of Nineteenth-Century Missionary Enterprises’ in Char Miller (ed.), *Missions and Missionaries in the Pacific*, New York, 1985, pp. 13-9, 50-2

[Coursekit: pp.166-170]

Also

James Axtell, ch. 6, pp. 91-130 [“Harvest of Souls”] in his *The Invasion Within: The Contest of Cultures in Colonial North America*, Oxford UP, 1985 available online UNSW library

Further reading:

On the Americas

James Axtell, ‘Were Indian conversions bona fide?’ in James Axtell, *After Columbus:*

Essays in the ethnohistory of colonial North America, New York: Oxford University Press,

1988, pp. 100-121 [copy available from course director]

Fernando Cervantes, *The Devil in the New World: the impact of diabolism in New Spain*, New Haven, 1994, S 133.4220972/1

Kenneth Mills, “The Naturalization of Andean Christianity”, in R. Po-Chia Hsia (ed.), *Cambridge History of Christianity, Vol. 6. Reform and Expansion 1500–1660* (2007), pp. 504-535 (UNSW online)

William B. Taylor, *Magistrates of the Sacred: Priests and Parishioners in Eighteenth-Century Mexico* (Stanford, Stanford University Press, 1996), ch. 11, pp. 265-300. S 282.7209033/1

David J. Weber, *The Spanish Frontier in North America* (New Haven & London: Yale U. P., 1992), ch. 4, pp. 92-121 [“Conquistadores of the Spirit”]. S 975.02/1 A

On New Zealand

Raeburn Lange, ‘Indigenous Agents of Religious Change in New Zealand, 1830–1860’, *The Journal of Religious History*, 24: 3, 2000, pp. 279-95

Anne Salmond, *Between worlds. Early exchanges between Maori and Europeans 1773-1815*, Auckland, 1997, S 993.01, Part Three, ‘Tapu and Religion’, pp. 401-514

On the Pacific generally

John Gascoigne, *Captain Cook. Voyager between worlds*, London, 2007 910.92/59, ch. 6 ‘Religion’, pp. 149-76

Harry Liebersohn, *The travelers’ world. Europe in the Pacific*, ch. 5 ‘Missions’, pp. 225-72 S 919.504/11

Neil Gunson, *Messengers of grace*, Oxford, 1978 S 266.023099/1

On Australia

J. Bollen, ‘English Missionary Societies and the Australian Aborigine’, *Journal of Religious History*, Vol. 9 (1977), pp. 263-291

J. Woolmington, ‘Missionary attitudes to the baptism of Australian aborigines before 1850’, *Journal of Religious History*, 13 (1985), 283-93

Week 6, 6 September Cross Cultural Contact General Themes: III. War

How far was violence an inseparable part of cultural contact. How far did both sides seek to avoid it or to turn it to their advantage?

Course kit reading:

F.E Maning, *History of the war in the north of New Zealand* in his *Old New Zealand and other writings*, London, 2001, pp. 19-41

[Coursekit: pp. 171-182]

Angela Ballara, 'The role of warfare in Maori society in the early contact period', *Journal of the Polynesian Society* 85 (1976), 487-506

[Coursekit: pp. 183-202]

Further reading:

On New Zealand

A.P. Vayda, 'Maoris and muskets in New Zealand: disruption of a war system', *Political Science Quarterly*, 85 (1970), 560-84

A.P. Vayda, *Maori warfare*, Wellington, 1960 (State Library of NSW, M 572.997/10)

On the Pacific generally

Paul D'Arcy, 'Warfare and state foundation in Hawai'i', *Journal of Pacific History*, 38:1 (2003), 29-52.

E. Ferdon, *Early Tonga: as the explorers saw it, 1616-1810*, Tucson, 1987 S 306.099612/1

John Gascoigne, *Captain Cook. Voyager between worlds*, London, 2007, ch. 4 'War', pp. 101-24 910.92/59

P. Kirch, *The Evolution of the Polynesian Chiefdoms*, Cambridge, 1984 S 306.20996/1

Morris Swadesh, , 'Motivation in Nootka warfare', *Southwestern Journal of Anthropology*, 4

(1948), 76-93.

Week 7, 13 September: Cross Cultural Contact General Themes: IV. Disease

Is the rapid drop in population levels in indigenous communities following contact with the West largely explicable by the impact of disease or do other factors need to be taken into account?

Course kit reading:

David Stannard, 'Disease, human migration and history' in Kenneth F. Kiple (ed.), *Cambridge World History of Human Disease* Vol. 1, pp. 35-43
MBQ 610.9/121 A
[Coursekit: pp. 203-210]

Igler, David, 'Diseased goods: global exchanges in the Eastern Pacific Basin, 1770-1850', *American Historical Review*, 109:3, 2004, 693-719.

[Coursekit: pp. 211-238]

Further reading:

General

Alfred W. Crosby, *Ecological imperialism: the biological expansion of Europe, 900-1900*, Cambridge : Cambridge University Press, 1986, S 304.2/84 D

Alfred W. Crosby, *The Columbian exchange; biological and cultural consequences of 1492*, Westport, Conn., Greenwood, 1972 S 574.5/42

Emmanuel Le Roy Ladurie, 'The unification of the globe by disease' in his *The mind and method of the historian*, Brighton, Sussex : Harvester, 1981, pp. 28-83 S 944.0072/2 A)

On the Pacific

O. A. Bushnell, *The gifts of civilization : germs and genocide in Hawai'i*, Honolulu : University of Hawaii Press c1993, S 362.1089994/1

R. Lange, 'Plagues and Pestilence in Polynesia: the nineteenth-century Cook Islands experience', *Bulletin of the History of Medicine*, 58, 1984, 325-46

Judy Campbell, 'Smallpox and Aboriginal Australia: the early 1830s', *Historical Studies*, 21, 1985, 336-58

On the Americas

Alfred Crosby, 'Virgin soil epidemics', *William and Mary Quarterly*, 3 rd ser., 33 (Apr. 1976), 289-99

John Duffy, 'Smallpox and the Indians in the American colonies', *Bulleting of the History of Medicine*, 25 (1951), 324-41

Ann F. Ramenofsky, *Vectors of death : the archaeology of European contact*, Albuquerque : University of New Mexico Press, 1987 S 304.608997/1

II. Philosophy

In 2013, the disciplinary strand of the program for Philosophy honours students will be determined in conversation with Markos Valaris at the start of S2.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:

<http://www.studentequity.unsw.edu.au>

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>

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>