



Arts & Social
Sciences

School of Humanities and Languages

ARTS4246 Humanities and Languages Honours III Semester II, 2014

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1. Course Staff and Contact Details			
Course Convenor And Philosophy Strand Convenor			
Name	Markos Valaris	Room	MB 339
Phone	9385-2760	Email	m.valaris@unsw.edu.au <i>Email is the best and most reliable way to reach me.</i>
Consultation Time	Mon 11:30-12:30 or by appointment		
History Strand Convenor			
Name	John Gascoigne	Room	MB 342
Phone	93852341	Email	j.gascoigne@unsw.edu.au
Consultation Time	Thursday 11:30-12:30		
Environmental Humanities Strand Convenor			
Name	Matthew Kearnes	Room	317
Phone	9385-1010	Email	m.kearnes@unsw.edu.au
Consultation Time	Tuesday 11:00-12:00 or by appointment		

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.

Other students may participate in the Advances Topics in History seminar if appropriate, subject to the Course and the Seminar Conveners' agreement.

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 Reading Group 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. Please contact Dr Matthew Kearnes for Details.

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

Note: Mid-2014 entry students complete different assessments, described below.

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 16 October (Week 11).

3. Draft Introductory Chapter (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 16 October (Week 11).

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 (20%)

This is an independent 2,000 word research essay which will be developed in consultation with 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.

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 date: Week 10 (9 October 2014)

6. Seminar presentation (or other disciplinary strand seminar exercise) (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.

7. Responses to Readings (3x5%)

No more than a 300 word response to the set readings, for weeks on which you are not presenting. Hand to disciplinary strand co-ordinator on day of seminar.

Assessments for Mid-2014 entry Students

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 16 October (Week 11).

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 16 October (Week 11)

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 Friday 31 October**.

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

For each assessment need to be submitted both electronically and in hard-copy.

Submit your electronic copy via Moodle, at the appropriate dropbox.

Hard-copies should be submitted at the School of Humanities front office.

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				
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>				
Week	Date	Seminar	Place	Assessment Due
1	31 July	Disciplinary Session 1 (2-hour meeting)	History: Quad G047 <i>Philosophy and Environmental Humanities Students Should consult with Markos and Matt</i>	
2	7 August	Disciplinary Session 2 (2-hour meeting)	History: Quad G047 <i>Philosophy and Environmental Humanities Students Should consult with Markos and Matt</i>	
3	14 August	Disciplinary Session 3 (2-hour meeting)	History: Quad G047 <i>Philosophy and Environmental Humanities Students Should consult with Markos and Matt</i>	
4	21 August	Disciplinary Session 4 (2-hour meeting)	History: Quad G047 <i>Philosophy and Environmental Humanities Students Should consult with Markos and Matt</i>	
5	28 August	Disciplinary Session 5 (2-hour	History: Quad G047 <i>Philosophy and</i>	

		meeting)	<i>Environmental Humanities Students Should consult with Markos and Matt</i>	
6	4 September	Disciplinary Session 6 (2-hour meeting)	History: Quad G047 <i>Philosophy and Environmental Humanities Students Should consult with Markos and Matt</i>	
7	11 September	Thesis Workshop 1 (3-hour meeting)	Quad G047	
8	18 September	Thesis Workshop 2 (3-hour meeting)	Quad G047	
9	25 September	Thesis Workshop 3 (3-hour meeting)	Quad G047	
Mid Semester Break				
10	9 October	Thesis Workshop 4 (3-hour meeting)	Quad G047	Major Essay
11	16 October	Writing Period		Draft Intro Chapter Annotated Bibliography Project Statement and Thesis Outline (mid-2014 entry students only)
12	23 October	Writing Period		
13	30 October	Writing Period		31 October: Major essay due for mid-2014 entry students

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: History Seminar Schedule

i) Disciplinary Strand Seminars

I. History

Week 1, 31 July. 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, 356385-6, 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 2, 7 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 3, 14 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-lxxv, 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

Week 4, 21 August. Cross Cultural Contact General Themes: II. Religion

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 5, 28 August 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 6, 4 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

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