



VICTORIA UNIVERSITY OF WELLINGTON  
HISTORY PROGRAMME

CRN 1938: HIST 222:

**AUSTRALIAN HISTORY:  
CONTESTS FOR A NATION**

2008: TRIMESTER 1

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HISTORY PROGRAMME**

**CRN 1938: HIST 222: AUSTRALIAN HISTORY  
2008: TRIMESTER 1**

**Lecturer:** Dr Kate Hunter  
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**Lecture Times:** Tuesdays & Fridays 2.10-3.00pm

**Lecture Theatre:** Hugh Mackenzie LT001

**Tutorial times:** Tuesdays OR Fridays 3.10-4.00pm. These are the only workshop/tutorial times.

**Office hours:** Fridays 9.00-11.00am. Please note these are 'email hours' as well, ie: when I respond to emails sent during the week.

**Additional information** about this course will be posted on the official History notice board (fourth floor of OK) in the case of official notices, outside OK 417 where any handouts used in class and tutorials will also be available, and on **Blackboard**. Please ensure you access your **student email account** regularly or have SCS forward your email from this account.

**Content:**

The course will be a sketch of Australian culture from colonisation in the late 1700s, through to the 1960s. The course is divided into three periods: colonial Australia; Federation Australia; and modern Australia. The theme of the course is 'contest' and students will examine a variety of

contests such as those over land between Indigenous people and invaders, the struggle for rights in the form of citizenship, and the contest for the dominant meanings of soldiers' experiences in WWI. There is a strong emphasis on skills in HIST222 and assessment tasks are designed to assist students acquire oral and written communication skills, the skills of working in teams and research skills. Particular attention is paid to the forces of class, gender and race in the formation of Australian histories.

**Course aims:**

HIST222 aims to introduce students to the social, cultural and political history of Australia, and particularly to the contests that have shaped the nation. In the course we will explore the meanings of social and cultural history and political history and the range of uses different types of history have. The contests examined in this course are found in the shape of conflicts and accommodation between Indigenous Australians and Europeans, of the battles between different groups over meanings attached to land and the environment, and in social movements. The contests are sometimes those of representations, particularly contests between historians for dominant meanings of the past. Through the examination of such contests students will gain an understanding of the tensions within Australia's past and within recent battles for control of that past.

**Objectives:**

Victoria graduates are distinguished by their creative and critical thinking, communication skills, and leadership.

The objectives of a **course of study in History** contribute to those attributes ensuring a student can:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. formulate arguments convincingly and concisely
6. write in a clear, logical and lively way
7. present an oral argument with lucidity and conviction
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline

At the end of **HIST222** students will have developed and been assessed on their ability to:

1. analyse a range of sources from a variety of perspectives; to identify the difference between history and historiography;
2. critique a range of sources and arguments presented by various authors;
3. discuss issues in tutorials coherently and from an informed perspective;
4. write clearly, effectively and lucidly;
5. argue coherently and consistently using evidence in support of those arguments;
6. work co-operatively and individually;
7. locate a variety of resources in the VUW library and using a range of digital repositories;
8. execute more confidently the conventions of the historical discipline, such as footnotes and bibliographies, and to develop an increasing awareness of history as a craft.

**Essential Texts** for this course are HIST222 Book of Readings and *Writing History Essays*. Both are available from Student Notes and *WHE*

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is available as a pdf file to be downloaded at <http://www.victoria.ac.nz/history/degrees/index.aspx> - see box on right hand side.

### **Suggested Background Reading depending on your area of interest:**

#### **General histories:**

Patricia Grimshaw, *et al* *Creating a Nation*, Fitzroy, 1994 or later edition.  
K. Saunders & R. Evans, (eds), *Gender Relations in Australian: Domination and Negotiation*, Sydney, 1992.

*Australians 1788, 1838, 1888, 1938* and well as companion volumes, Sydney, 1988. These are *excellent* volumes on all aspects of Australian history and are an invaluable resource for essays.

#### **Aboriginal Australia:**

Richard Broome *Aboriginal Australians*, Sydney, (1982) 2002 (any edition)

Henry Reynolds *The Law of the Land*, Ringwood, 1987 & 1993, (either edition)

Valerie Chapman & Peter Read *Terrible Hard Biscuits: A Reader in Aboriginal History*, Sydney, 1996.

#### **World Wars One & Two:**

Alistair Thompson *Anzac Memories: Living with the Legend*, Melbourne, 1994

Joan Beaumont *Australia's War: 1914-1918* and *Australia's War: 1939-1945*, Sydney, 1995

#### **Different approaches to the past:**

Deborah Gare & David Ritter (eds), *Making Australian History: Perspectives on the Past Since 1788*, Melbourne 2008

Geoffrey Bolton & Wayne Hudson (eds) *Creating Australia: Changing Australian History*, Sydney, 1997

Bain Attwood & SG Foster (eds), *Frontier Conflict: The Australian Experience*, Canberra, 2003

#### **Useful Journals:**

*Australian Historical Studies*

*Aboriginal History*

*Journal of Australian Studies*

*History Australia*

<http://www.history-compass.com> under Australasia and the Pacific

*Australian Journal of Politics and History*

*Journal of the Australian War Memorial* (on-line at [www.awm.org.au](http://www.awm.org.au) under 'research')

ACH (Australian Cultural History)

**Useful Websites:** on the External Links page of Blackboard site

### **Mandatory requirements for passing the course:**

1. To pass the course each student must:
  - a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
  - b) Attend at least 8 workshop tutorials;

The final date I will accept work for this course is Friday 6 June.

### **Assessment:**

To pass the course each student must gain an overall grade of C, 50 for the work which is specified as contributing to this final grade. This course is internally assessed, and that assessment is made up of:

- weekly exercises (10%),
- article review (25%),
- essay-related exercises (10%),
- essay (30%), and a
- thematic review (25%).

Weekly Co-operative Exercises:  
worth 10% of final grade - this is an ALL OR NOTHING grade

In the first tutorial of the course the class will be divided into small groups. Each week during the tutorial, the groups will be asked to complete a worksheet based on the readings for that week. Your group will submit ONE worksheet only. The content of the worksheets will vary, and they are designed to ensure your comprehension of the tutorial readings and themes of the previous week. The completion of **7 out of 11 worksheets by your WHOLE group** (ie: you must all be present and have completed the reading) will earn each member of the group 10%.

Escape Clause: Students do have the choice to not work in a group. Instead the 10% will be allocated on the completion of a 600 word synopsis of tutorial readings for 7 out of 11 tutorials. Students taking the escape clause must let the course co-ordinator know by the end of week 3.

An article review of **1,500 words** is due **Wednesday 26 March**. The review is worth 25% of your total grade.

The article review must critically assess one of the historiographical debates listed below, **evaluating** the arguments presented by each author and offering your opinion on the strengths of each argument.

**Debate no.1** surrounding the contest for dominant cultural meaning in the late nineteenth century:  
Marilyn Lake, 'The politics of respectability: identifying the masculinist context', in Susan Magarey, *et al.*, (eds), *Debutante Nation*, Sydney, 1993  
John Docker, 'The feminist legend: a new historicism?' in Susan Magarey, *et al.*, (eds), *Debutante Nation*, Sydney, 1993  
Chris McConville, 'Rough women, respectable men and social reform: a response to Lake's masculinism', *Historical Studies*, no.22, 1987.

**Debate no.2** surrounding the nature of pioneering women's lives:  
Miriam Dixson, *The Real Matilda*, Ringwood, 1976, chapter 6.

Patricia Grimshaw, 'Women and the family in Australian history: a reply to *The Real Matilda*', *Historical Studies*, vol.18, no.72, April 1979.  
 Marilyn Lake, "'Building themselves up with Aspros": pioneer women reassessed', *Hecate*, no.2, vol.2, 1979, pp.7-19.

**Debate no.3** surrounding the Aboriginal death toll during frontier conflict:

Keith Windschuttle, 'Doctored evidence and invented incidents in Aboriginal historiography', in Attwood & Foster (eds), *Frontier Conflict: The Australian Experience*, Canberra, 2003 **[read this first]**

Then in the same book read (these are all quite short):

Henry Reynolds, 'The written record'

Richard Broome, 'The statistics of frontier conflict'

Alan Atkinson, 'Historians and moral disgust'

**Debate no.4** surrounding convict labour

Lloyd Robson, *The Convict Settlers of Australia*, MUP, 1965, chapter 5

Stephen Nicholas, (ed), *Convict Workers: Reinterpreting Australia's Past*, Melbourne, 1988, pp.3-13.

R. Evans and W. Thorpe, 'Power, punishment and penal labour: *Convict Workers* and Moreton Bay', *AHS*, vol.25, no.98, 1992, pp.90-111.

**Debate no.5** about soldiers' motivations for enlisting in WWI:

Richard White, 'The soldier as tourist: The Australian experience of the Great War', *War & Society*, 5:1, (1987), pp.63-78 **OR** 'Europe and the six-bob-a-day tourist: The Great War as a Grand Tour, or getting civilised', *Australian Studies*, vol.5, 1991, pp.122-39

Bart Ziino, 'A kind of round trip: Australian soldiers and the tourist analogy, 1914-1918', *War & Society*, vol.25, no.2, (Oct 2006), pp.39-52.

James Weiland, 'There and back with the Anzacs: More than touring', *Journal of the Australian War Memorial*, 18, 1991, pp.49-56

Research Essay Exercises:

Bibliographic Exercise worth 5% of your total grade; the exercise will be distributed in week 2 and is due **Monday 14 April**

Draft of your introduction worth 5% of your total grade; due **Monday 5 May**

Research Essay of **2,500 words** due **Friday 16 May** worth 30% of your total grade.

A research essay is a substantial piece of research and writing involving, where possible, both primary and secondary sources. Topics are at the back of this course guide.

Thematic Review will be in the form of a take-home short answer test. The test will be distributed Friday 23 May and is **due Friday 30 May** and is worth 25% of your total grade. This review acts in the same way as an exam and there will be **NO** extensions permitted.

### Extensions and Penalties:

Extensions are available from the lecturer **before** the due date of the written work. Extensions are given, for example, in cases of illness, bereavement, and in some cases of serious family or personal problems affecting a student. Extension forms are available from the History office. Penalties for lateness are: 5% for the first day and 2% per day for up to a further 9 days. After 10 days beyond the due date, the work must still be submitted in order to fulfill mandatory course requirements, but it **will not** be marked. **Weekends will count as two days**, ie: will result in the loss of 7% if the assignment falls due on a Friday or 4% otherwise.

### Academic Integrity and Plagiarism:

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding

academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

*Plagiarism is not worth the risk.*

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.victoria.ac.nz/policy/studentconduct](http://www.victoria.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html).

### **Aegrotats:**

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of first trimester courses in 2008 the starting point for this period is **Monday, 12 May**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- If none of the above is available to the student eg., if he/she has an ongoing illness, then an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

### **Workloads:**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST 222. This includes 2 hours of lectures and 1 hour of tutorials per week.

### **GENERAL UNIVERSITY STATUTES AND POLICIES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances

- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

### Lecture program

#### Part I: Colonial Australia

Week 1.	26 Feb	Introduction
	29 Feb	Making contact
Week 2.	4 Mar	Convict life
	7 Mar	Frontier: European expansion
Week 3.	11 Mar	Early colonial expansion & environmental attitudes
	14 Mar	Gold!
Week 4.	18 Mar	Colonial families
	21 Mar	Good Friday – no classes

#### Part II: Federation Australia

Week 5.	25 Mar	Easter Tuesday – no classes
	28 Mar	the Federation period – the broad view

*Article review due Wednesday 26 March*

Week 6.	1 Apr	1890s contests – the woman question
	4 Apr	the 'man question'
Week 7.	7 Apr	Legislating a nation
	11 Apr	Aboriginal Rights to the 1920s

*Bibliographic exercise due Monday 14 April*

MID-TERM BREAK 14 APRIL-25 APRIL

**During the break, please watch "Gallipoli" dir. By Peter Weir, starring Mel Gibson. Made in 1981 (check tv listings – it is often played on Anzac Day, otherwise it is available in the Vic AV suite and at Aro Video)**



## Part III: Modern Australia

Week 8.	29 Apr	Understanding the Great War I
	2 May	Understanding the Great War II

*Introduction draft due Monday 5 May*

## Part III: Modern Australia

Week 9.	6 May	Interwar lives I
	9 May	Interwar lives II
Week 10.	13 May	War in the Pacific – the homefront
	16 May	Aboriginal struggles to 1962

*Essay due Friday 16 May*

Week 11.	20 May	New social movements
	23 May	Aboriginal struggles post-1962
Week 12.	27 May	tba
	30 May	Conclusions

*Thematic review questions distributed 23 May,  
due Friday 30 May*

### Tutorial Program

Week 1.	(beginning 25 Feb)	Introductory tutorial (no reading)
Week 2.	(beginning 3 Mar)	Contest: Historians and convict life
Week 3.	(beginning 10 Mar)	Contest: gold and society
Week 4.	(beginning 17 Mar)	Contest: class and the family (Tuesday group only)
Week 5.	(beginning 24 Mar)	Contest: colonial masculinities (Friday class only)
Week 6.	(beginning 31 Mar)	Contest: first-wave feminism
Week 7.	(beginning 6 Apr)	Contest for a legend - pioneers
Week 8.	(beginning 28 Apr)	Contest for a legend – ANZACs
Week 9.	(beginning 5 May)	Contest: historicizing holidays
Week 10.	(beginning 12 May)	Contest: stories of the '30s
Week 11.	(beginning 19 May)	Contest: remembering the fifties
Week 12.	(beginning 26 May)	Contest: Land rights & contemporary race relations (readings to be distributed)

**Research Essay Topics:****Date due – FRIDAY 17 May**

1. "More often, however, the use of child labour occurred as part of the family economic unit. Within families, particularly among poorer immigrants and in country districts, children as young as ten were useful." (Alford, K., *Production or Reproduction?*, Melbourne, 1984, p.171)

What were the roles children played within colonial families? In what ways, and to what extent did class, gender and race influence these roles?

2. The colonial Australian population was a very young one and yet children and adolescents have been neglected as historical figures. What roles did children play in family units? To what extent are the histories of children useful in understanding Australian society in **either** the Federation **or** modern periods?
3. "British-based attitudes and ideologies interacted with material conditions and needs in the colonies to produce a 'homespun' version of 'woman's role' in early nineteenth century Australia." (Alford, K., *Production or Reproduction?*, Melbourne, 1984, p.7)

What was 'woman's role' in colonial Australia? Do you agree with Alford that this role "conflicted strongly with the actual conditions of many colonial women's lives"?

4. To what extent has protection of the environment in Australia been linked to tourism?
  - Starting points include Tim Bonyhady, Melissa Harper, Richard White, (see tutorial reading lists). John MacKenzie, *The Empire of Nature: Hunting, Conservation and British Imperialism*, Manchester, 1988; TR Dunlap, *Nature and the English Diaspora*, Cambridge, 1999; see also 'Leisure- Australia- History' and 'Gardening- Australia-

History' under subject headings on library catalogue; Claire Brennan, 'Imperial Game', PhD thesis, University of Melbourne, copy held at Auckland, KH can interloan.

5. World War One has long been depicted as primarily a military event yet it had enormous social consequences for Australians. Using two examples of these consequences evaluate the extent to which WWI represented the transition from 'colonial' to 'modern' Australia.
  - For readings on modernity and its meanings (particularly surrounding WWI) start with the introductions & indexes of: Samuel Hynes, *A War Imagined*, Katie Holmes, *Spaces in Her Day*, Kereen Reiger, *The Disenchantment of the Home*, Rita Felski, *The Gender of Modernity*, Stuart Macintyre, *Winners and Losers*, Janet McCalman, *Struggletown*, chapter 4.; special issue of *ACH* on modernities in Australia.
6. "National identities have always been gendered: in Australia the self-conscious elaboration of the national identity has involved the celebration of a particular style of white masculinity embodied in the Australian bushman... a style that was often explicitly defined in opposition to a feminine domesticity..." (Grimshaw, P., et al, *Creating a Nation*, , Fitzroy, 1994, p.2)

Discuss the notion of masculinity and femininity in the formation of the Australian national identity. How have historians explained the rise of a masculine national identity in opposition to a feminine one?

7. What role did the concept of *Terra Nullius* play in the British claims of ownership over Australia? Discuss *either* the short- OR long-term implications of dispossession for *both* Aboriginal and non-Aboriginal Australians.

8. Some historians argue that the discovery of gold was primarily an economic event; others have argued that it was a social upheaval. Discuss the key arguments of this debate. Would you characterise the gold rushes as primarily an economic or social transformation?
9. In 1901 Australia officially became a federated nation. Did Federation cement Australia's identity as a nation? Were there other events that you would consider more significant in this process?
10. The 'progressive' story of white women's suffrage in Australia has recently been challenged by historians who suggest that there is a racial dimension to this battle over citizenship. Outline and characterise the historiography of white women's suffrage in Australia. Do you agree with Patricia Grimshaw that 'white men incorporated white women into the shared bonds in the new state because their definitions of nationalism were driven by notions of superiority of race' (Grimshaw, *Colonialism, Gender and Representations of Race*, p.11)?
11. Did World War One reinforce or fragment notions of manliness?
  - Manliness and masculinity is discussed by a range of authors including: Russel Ward, Alistair Thomson, Stephen Garton, Martin Crotty, Ann McGrath, Marilyn Lake, Joanna Bourke. A good introduction to 'masculinity' is found in Laura Lee Downs, *Writing Gender History*.
12. Janet McCalman argues that sport was essential in the maintenance of social cohesion during the 1930s Depression: 'For many people,

especially during the Depression, football was simply the best thing happening in their lives.' (*Struggletown*, p.141) Narrowing the question as you see fit, to what extent has sport been the primary leisure activity in Australian communities?

- See also: Jenny Hicks, Murray Phillips, John McQuilton, Martin Crotty, Kathryn M Hunter, Richard Waterhouse has an extensive section on leisure, particularly horse-racing, in *The Vision Splendid* (2005), *Australians 1888, 1938*, and articles in *AHS* and *History Australia* on cinema-going (use Historical Abstracts here too). For example, Mary Tomsic, 'Women's memories of cinema-going: more than "the only thing left to do" in Victoria's Western District.', *History Australia* 2(1), 2004; see also 'Leisure- Australia- History' under subject headings on library catalogue.
13. Discussing historians' uses of artifacts as well as documents, how have historians used the historical evidence of cooking and/or dress to illuminate the past?
    - See as a starting point: Margaret Maynard, Michael Symons, Colin Bannerman, Kathryn M Hunter, Beverly Kingston, *My Wife, my daughter and poor Mary Anne*, and her *Basket, bag & trolley: a history of shopping in Australia; Australians 1838, 1888, 1938*, BW Higman, *Domestic Service in Australia*, Penny Russell

If you wish to design your own topic, please come and see the lecturer to discuss it.

## Co-operative Learning Groups and Co-operative Learning

In this course you will be encouraged to work in Co-operative Learning Groups (CLGs). Some of your assessment is based around these groups and the tasks you perform in them.

### What is Co-operative Learning?

#### Sink or Swim Together

In essence, Co-operative Learning has students working together to improve their understanding of the material, to better manage their workloads and to encourage each other to 'put in'. The key to making this happen is group goals which bring group rewards when they are achieved.

In your course guide there is a description of the group goals (the completion of 75% of tasks in class) and the group reward (all members of the group get the marks added to their final grade).

### Why learn co-operatively?

**Better grades!** Research has shown that students who learn co-operatively perform better, learn more and get better grades. Good students lift their grades even further; B-students become B+ and A-students; C-students become B-students etc; and far fewer students fail or drop-out.

**Job skills!** Most of the jobs students go into require team-work. In many workplaces you cannot choose your team-mates or your tasks, so you need to have skills in collaborating with a wide range of people and in devising strategies to deal with any task.

**Is this the same as 'group work' that we did in other classes?** Not necessarily. This group will be formed for the duration of the whole course, not just the class. In co-operative learning it is also in the interests of all members of the group that other members have done the background work and understand the material. Your group is only as strong as its weakest link and you are going to be assessed as a group (although in this course there are also pieces of work graded on an individual basis, such as an essay).

### Common Anxieties

**I've never done this before!** It's okay! We don't expect that you automatically know how to work together - we will teach you skills along the way. It's better that you enter group work with us than in your \$70K job; after all, we won't sack you if you stuff up!

**I hate group work!** This usually means... I'm shy, I've had bad experiences with people who don't pull their weight/dominate/don't turn up etc, I've never done it and it makes me nervous.

Good News... we all hate group work at first. The person you are sitting next to hates it too. It is a skill - a valuable one - which you can learn if you're willing to give it a go. Your tutors/lecturers will also monitor the groups and will coach you through the tricky bits.

**I work better on my own!** That may be so but unless you're planning a career as a recluse you need to learn how to work with others. There are also plenty of chances for you to work on your own in your courses.

**I have nothing in common with these people!** *Short Answer:* you're sitting in a History lecture with them - how much more do you need? *Longer Answer:* Diverse people make the strongest groups. The President of IBM says of people-with-nothing-in-common, 'If my four vice-presidents thought the same and had the same skills, why would I need four of them?'

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*Lecturer's Answer:* a) We will help you get to know these people; and b) think of this as an opportunity... how often do you get to sit down with someone who gets better grades than you to see how they do it? How often do you get to work with someone who speaks a different language? Has a different cultural background? Loves thrash music? This could be your chance.

There is always the **Escape Clause** - Students have the choice to not work in a group. Instead the 10% will be allocated on the completion of a 600 word synopsis of tutorial readings for 7 out of 11 tutorials.

### The Long and the SHORT of Co-operative Learning

**There are potentially as many A's in this class as there are students. If you are prepared to co-operate with your class-mates you can vastly improve your chances of getting one!**