



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME  
HIST222 Australian History**

**TRIMESTER 2 2011**  
11 July to 12 November 2011

**Trimester dates**

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17 to 21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Course Coordinator:** Dr Kate Hunter  
**Room:** OK417  
**Phone:** 04 463 6763  
**Email:** kate.hunter@vuw.ac.nz

**Lecture Times:** Tuesdays & Thursdays  
12.00-12.50pm

**Venue:** Murphy LT102

**Tutorial times:** Tuesdays OR Thursdays 1.10-2.00pm (ie: directly after the lecture)

**Teaching Associate:** Mr Matthew Cunningham  
**Email:** matthew.cunningham@vuw.ac.nz

**Office hours:**

To be announced at the first lecture, posted outside my office and on Blackboard. Please note these are 'email hours' as well, ie: when I respond to emails sent during the week.

**Blackboard and email**

There will be a HIST222 Blackboard site that will host the course outline (should you misplace it), link to additional material, and be used to contact the class via email. The Blackboard class-email function uses your student email (@myvuw.ac.nz).

**Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages and visiting the HIST222 Blackboard website to see the announcements.**

### **Course delivery**

Students are expected to attend two lectures per week as well as their tutorial. The tutorials in HIST222 are workshops involving discussion of readings and source-based tasks to be completed each week and brought to class.

### **Course prescription**

An introduction to the social history of Australia through the examination of a variety of contests and struggles. Topics include contests over land between indigenous people and settlers, as well as between groups such as miners and farmers; struggles over notions of 'national identity'; and debates between historians over the representation of history.

### **Course 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 and water, between Indigenous people and invaders, the struggle for rights in the form of citizenship, and the contest for the dominant meanings of 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 environmental, 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 environmental 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.

### **Learning 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

By 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 and 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. locate a variety of resources in the VUW library and using a range of digital repositories;
7. 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.

### **Expected workload**

Over the course of the trimester students are expected to spend 200 hours on HIST222 including: class contact hours, preparation for tutorials and the completion of assignments.

### **Reading:**

**Essential Texts** for this course are HIST222 Book of Readings (available from Student Notes) and *Writing History Essays* (available as a pdf file to be downloaded from the History web page – it is under History Resources – History Programme Writing Guides <http://www.victoria.ac.nz/hppi/research/resources/history/default.aspx#History-Writing-Guides> .

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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

- General histories:

Patricia Grimshaw, *et al*, *Creating a Nation*, Fitzroy, 1994 or later edition.

Stuart Macintyre, *A Concise History of Australia*, Cambridge University Press, Melbourne, 3<sup>rd</sup> edition 2009 (or an earlier edition)

*Australians 1788, 1838, 1888, 1938* and well as companion volumes, Sydney, 1988 (all in the VUW library). 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 Thomson, *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)

*Environment and History* (indexed through historical abstracts and then you can interloan)

*Environmental History*

Useful Websites: on the External Links page of Blackboard site

## Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

AND

- b) Attend **7 of 11** workshop tutorials and complete **7 of 11** tutorial tasks

### Assessment requirements

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

- Two tutorial papers worth 10% each (total of 20%),
- article review (35%), due 4 August
- essay (45%), due 28 September

#### 1. Two tutorial papers:

(worth 10% each, a total of 20% of final grade)

During the trimester, there is a short task to complete each tutorial. Every week, as part of your tutorial preparation you must complete **either** the short option (tutorial task) or long option (tutorial paper). Complete **two** longer tutorial papers and five short tasks. Tutorial papers need to be **500 words** long.

- Evidence of engagement with the tutorial readings and effective use of the chosen primary source are the two key marking criteria.
- You would be wise *not* to leave these papers to the end of trimester.
- Tutorial tasks and papers are to be handed in at the tutorial.
- Tutorial papers must be on topics *different from* your essay and article review.

**2. An article review of 1,500-1,800 words** is due **Thursday 4 August**. The review is worth 35% 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

**Debate no.6** about unlocking histories of Melbourne's poor

Alan Mayne, Tim Murray & Susan Lawrence, 'Melbourne's "Little Lon"', *Australian Historical Studies*, 31, no.114 (April 2000), pp.131-51;

Chris McConville, 'Big notes from a Little Street: Re/newing social history in Melbourne?', *AHS*, 31, no.115 (October 2000), pp.325-327;

Dean Wilson, 'Policing poverty: Destitution and police work in Melbourne, 1880-1910', *AHS*, 37, no.125 (April 2005), pp.97-112.

Marking criteria for the article review are:

Content and Organisation:

- comprehension of arguments
- analysis and evaluation of conflicting arguments
- formulation of argument.

- presentation of ideas

#### Presentation:

- sentence structure and paragraphs
- use of introduction and conclusion
- footnoting

3. **Research Essay of 2,500-3,000 words due Wednesday 28 September** worth 45% 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 listed on pp.xi-xii. If you want to devise a topic of your own, please come and see me.

Marking criteria for the essay are:

#### CONTENT:

- Use of introduction: (*Writing History Essays* 3.3, 4.8)
- Use of conclusion: (*WHE* 3.5, 4.7)
- Coherence and strength of argument: (*WHE* 3.1-3.5, 4.1-4.8)
- Use of primary evidence (where appropriate) &/or use of secondary material as evidence: (*WHE* 3.4)
- Demonstration of research and bibliographic skills:
- Balance of narrative and analysis; answering the question

#### STYLE AND PRESENTATION:

- Sentences and paragraphs: (*WHE* 4.3, 4.4)
- Clarity of expression:
- Grammar and spelling: (*WHE* 5.1-5.3)
- Format of footnotes: (*WHE* 6.4)
- Format of bibliography: (*WHE* 7.2)

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#### Relationship between Assessment, Lectures, Tutorials, Learning Objectives and Skills Development:

- 1) Participation in tutorials through careful reading, completion of the specified tasks, active listening and contribution to the discussion will develop oral communication skills and give you guidance in the interpretation of evidence and historical arguments which may be used for the research essay or assessed in the tests.
- 2) The analysis of evidence, historiography and the writing of the research essay will develop in the analysis and presentation of evidence, the analysis and evaluation of historical interpretations, and the presentation of your findings in a well-constructed and well-written essay which includes proper referencing and bibliography.

#### Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for a maximum of 8 days. After 8 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide**

**documentation.** If granted an extension, students must agree to a new due date. Contact your tutor as soon as a problem emerges. Extension forms are available in the History Programme office.

Note that **Friday 14 October 2011** is the final date on which any written work can be accepted by the Programme, because this is the date on which we must certify whether students have met the course requirements. The provision for late submission with penalty does not apply beyond this 14 October date.

### **Return of marked course work**

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>



### **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcademic](http://www.victoria.ac.nz/home/about_victoria/avcademic).