



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**HISTORY PROGRAMME  
HIST 222: AUSTRALIAN HISTORY**

**TRIMESTER 1 2013  
4 March – 3 July 2013**

**Trimester dates**

Teaching dates: 4 March to 7 June 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break: 22–28 April 2013

Last piece of assessment due: 7 June 2013

Study week: 10–14 June 2013

Examination/Assessment Period: 14 June to 3 July 2013

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Names and contact details**

Course Coordinator: Dr Kate Hunter  
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Phone: 04 463 6763  
Email: [kate.hunter@vuw.ac.nz](mailto:kate.hunter@vuw.ac.nz)  
Office hours:

**Class times and locations**

Can be found on the Victoria website at:

<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue>

It is advisable to check the above for any changes to the timetable programme.

**Lecture Times:** Tuesdays & Fridays  
1.10 - 2.00pm

**Venue:** Laby (LB)LT118

**Tutorial times:** Tuesdays OR Fridays 2.10 - 3.00pm (ie: directly after the lecture)

### **Teaching/learning summary**

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.

### **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have **valid myvuw.ac.nz** addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the HIST 222 Blackboard site.

### **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.

### **Learning objectives**

The objectives of a **course of study in History** contribute to the University's graduate 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.

### **Graduate attributes**

As with all History courses, learning objectives of this course contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

### **Expected workload**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to HIST 222 throughout the trimester. This includes weekly attendance at lectures, and tutorials, completion of all set weekly readings and research and writing for set assessment tasks.

### **Readings**

#### **Set texts:**

- HIST 222 Book of Readings
- *Writing History Essays* (available as a pdf file to be downloaded from Blackboard or purchased in hard copy from Student Notes).

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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* as 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, (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*

*History Australia*

<http://www.history-compass.com>

*Australian Journal of Politics and History*

*Environment and History* (indexed through Historical Abstracts and then you can interloan)

*Environmental History*

*Labour History*

*Journal of Australian Studies*

Useful Websites: on the External Links page of Blackboard site

### **Mandatory course requirements**

To gain a pass in this course each student must:

- 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)
- Attend **7 of 11** workshop tutorials
- Complete **five** short tutorial tasks and **two** longer tutorial papers (seven tutorial assignments in total)

### **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%), 1,500 - 1,800 words, due Wednesday 10 April
- essay (45%), 2,500 – 3,000 words, due Wednesday 22 May

### 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. Long tutorial papers need to be **500 words** in length.

- 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 **Weds 10 April**. 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. Your aim is to understand the points of agreement and disagreement between historians and why those differences occur. You should assess the strengths of each argument.

Before you begin writing, you might like to reflect on what a historian has to do to convince you of their argument. Is it enough just to sound 'reasonable'? You should also look at historians' footnotes/endnotes. What kinds of sources have they used, and is their argument based on a range of sources or on a deep case study?

**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.

Docker and McConville respond directly to Lake's argument in this debate.

**Debate no.2** surrounding the nature of pioneering women's lives:

Miriam Dixson, *The Real Matilda*, 2<sup>nd</sup> edition, Penguin books, Ringwood (1976), 1996, 179-220.

(You might also want to read the review of Miriam Dixson, *The Real Matilda*, 2<sup>nd</sup> edition 1996 by Ann McGrath, *Labour History*, no.73 (Nov 1997), pp.236-238.)

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'

In this debate, all authors are addressing the same question.

**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.

In this debate, Nicholas responds to Robson, and Evans & Thorpe to Nicholas.

**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

In this debate Weiland and Zino respond to White.

**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.

In this debate, McConville responds to Mayne, Murray & Lawrence, and Wilson looks at a slightly different angle on broadly the same topic.

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 22 May 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 in the front of the Book of Readings and on Blackboard. 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)

**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) Attendance at lectures contributes to the overall coherence of your study and is an important mechanism for class communication, addressing difficulties and for the sharing of skills.
- 3) The analysis of evidence, historiography and the writing of the research essay will develop your skills in 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**

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days.** Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

**Submission of work**

All written work must be submitted in hard copy to the History Programme office with History Programme cover sheet attached.

**Return of marked course work**

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the Office, Room 405, Old Kirk Building between the



hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

### **Class representative**

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

### **Statement on legibility**

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **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>

**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](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).

**HIST222 Australian History Lecture and Tutorial programme:  
Part I: Colonial Australia**

Week 1.      5 Mar      Introduction  
                 8 Mar      Making contact

Tutorial: Introductory tutorial (no reading)

Week 2.      12 Mar      From accommodation to war...  
                 15 Mar      Convict life

Tutorial: Contest: Historians and convict life OR environmental factors in settlement

Week 3.      19 Mar      Early colonial expansion & environmental attitudes  
                 22 Mar      Gold!

Tutorial: Contest: Mania – gold and fern-fashions

Week 4.      26 Mar      Colonial families  
                 GOOD FRIDAY

Week 4 part II

EASTER TUES

5 April      Colonial families II

Tutorial: Contest: Historical spaces

**Part II: Federation Australia**

Week 5.      9 April      the Federation period – the broad view  
                 12 April      Racial ideas at the turn of the twentieth century

Tutorial: Contest: Race and gender in turmoil

Week 6.      16 Apr      1890s contests – the woman question  
                 19 Apr      the 'man question'

Tutorial: Contest: First wave feminism

MID-TERM BREAK: 22 APRIL – 28 APRIL

Week 7.      30 Apr      Legislating a nation  
                 3 May      Aboriginal Rights to the 1920s

Tutorial: contest for the legend – pioneer manliness

Week 8.      7 May      Understanding the Great War I  
                 10 May      Understanding the Great War II

Tutorial: Contest for the legend - ANZACs

### **Part III: Modern Australia**

Week 9.      14 May      Interwar lives  
                 17 May      Interwar lives

Tutorial: the great outdoors

Week 10.    21 May      WWII  
                 24 May      Post-war society

Tutorial: Understanding the 1950s

Week 11.    28 May      Aboriginal struggles to 1962  
                 31 May      Aboriginal struggles post-1962

Tutorial: Indigenous activism

Week 12.    4 June      The History Wars – the battles for the past  
                 7 June      Conclusions

A week-by-week tutorial programme is in the front of your Book of Readings and is available on Blackboard
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