SDNY HIST 3314
Australian History: Aboriginal History to Colonization - Current Issues in Historical Perspective

Course Description
Using contemporary issues in Australia - race, immigration, popular culture, gender, politics, foreign policy and the environment - the course explains the historical origins of issues and provides critical analysis.

Course Aims
This course begins in 2017 and looks back into Australia’s past, asking and answering a series of questions to explain contemporary attitudes and events as part of an ongoing dialogue between the present and the past.

Among the questions are: What aspects of our colonial history help explain Australia in the twenty-first century? What is black armband history? Why do Indigenous Australians remain a disadvantaged group in society? What is the history of class, race and ethnicity in Australian society? Why have refugees become such an important issue? Why is gender parity and sexual liberation important? What is popular culture and how does it change? How do governments decide on foreign policy, overseas trade policy and foreign aid? What is the place of nationalism in Australia? To what extent can today’s environmental problems be traced to past attitudes and management decisions?

Requirements and Prerequisites
This is an introductory unit. No prior knowledge of Australian History is necessary.

Learning Outcomes
At the end of the course students should be able to:
1. Understand better the complex nature of Australian society, its different elements, and their shared pasts, as well as being able to situate Australia within its global context.
2. Reflect critically on Australian history and its impact on the present and the future, as well as being able to identify how power, privilege and inequality have shaped and been shaped by government policy.
3. Conduct research independently.
4. Demonstrate reasoned thought, creativity, and a high quality of written expression.
5. Examine, discuss and debate the main issues regarding Australian history, how it is understood today, and its importance to the present and the future. Throughout the course students will reflect on the differences between Australian society and their home environment.

Developmental Outcomes
Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class methodology
This unit will use a combination of lectures, seminars, presentations, fieldwork and student discussion as well as online forums.
Field Component(s)
CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are: Susannah Place Museum and Hyde Park Barracks. You are encouraged to participate in events/activities from the CAPA Sydney MyEDUCATION calendar to broaden your understanding of this subject in the context of Sydney and Australia. You will be asked to draw on these experiences in one or more assessment tasks within this course.

The course includes two field-classes which are also in the MyEDUCATION calendar. An assessment task (Field Study) is associated with these activities. Refer to Assessment below.

Mid-Term & Final Exams
The mid-term exam consists of short essay-style answers to two questions on material covered to date. Time allowed: one hour.

The final exam consists of short essay-style answers to three questions on material covered in the course from the date of the mid-term exam.

Assessment & Grading

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<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ALPHA</th>
<th>NUMERIC</th>
<th>GPA</th>
<th>REQUIREMENT/EXPECTATION</th>
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<tbody>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
<td>4.0</td>
<td>Maximum grade: In addition to description for grade “A-”, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.</td>
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<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 – 92</td>
<td>3.7</td>
<td>Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.</td>
</tr>
<tr>
<td>Very good (High Credit)</td>
<td>B+</td>
<td>87 – 89</td>
<td>3.3</td>
<td>Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.</td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B</td>
<td>83 – 86</td>
<td>3.0</td>
<td>The work is well organised and contains coherent or logical argumentation and presentation.</td>
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DESCRIPTOR: ALPHA, NUMERIC, GPA REQUIREMENT/EXPECTATION

Maximum grade: In addition to description for grade “A-”, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.

Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.

Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

The work is well organised and contains coherent or logical argumentation and presentation.
<table>
<thead>
<tr>
<th>Good (Credit)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tbody>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>2.7</td>
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<td>Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.</td>
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<th>Average (Good Pass)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
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<tr>
<td>The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.</td>
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<th>Adequate (Pass)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tr>
<td>C</td>
<td>73 – 76</td>
<td>2.0</td>
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<td>Shows clear understanding and some insight into the material in the textbook and notes. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.</td>
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<th>Below Average (Borderline Pass)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
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<tr>
<td>Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.</td>
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<th>Inadequate (Borderline Fail)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tr>
<td>D+</td>
<td>67 – 69</td>
<td>1.3</td>
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<tr>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes</td>
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<tr>
<th>Poor (Fail)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tr>
<td>D</td>
<td>60 – 66</td>
<td>0.7</td>
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<tr>
<td>Besides the above for D+, student has not shown interest or engagement in the class work or study.</td>
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<tr>
<th>Poor (Fail)</th>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
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<tbody>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
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<tr>
<td>Shows little or no understanding of any of the material</td>
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<tr>
<th>Incomplete</th>
<th>Grade</th>
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<td>Please see CAPA policy in the Faculty Handbook.</td>
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1. Tutorial Presentation & Participation
All students are assessed on their contribution to tutorial discussions. In addition each student will make one presentation to the class. Tutorial presentation topics will be made available in the first week and details of requirements given in class. Presentation topics and dates will be assigned in Week 1. Please review the following table as a guide:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
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<tr>
<td>A range</td>
<td><strong>Excellent:</strong> consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td>B+</td>
<td><strong>Very Good:</strong> frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.</td>
<td>Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.</td>
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</table>
### Course Materials

**Required Readings**

The required readings are available to download from the unit webpage.

**Recommended Reading**


Also recommended is: Martin Crotty and David Andrew Robert (eds) *Turning Points in Australian History* (UNSW Press, Sydney, 2009); and, Frank G. Clarke, *The History of Australia*, (Greenwood, Wesport, Conn., 2002).
Some of the selected readings listed under the topic headings for the major essay questions are available from the Sydney College of TAFE library. Almost all are available from the State Library NSW in Macquarie Street. Please note that the SLNSW is a reference only library. However, material can be copied. The SLNSW also has an extensive collection of primary material relating to Australian history. Students keen to obtain high marks in the course are strongly advised to join the State Library NSW and avail themselves of its resources.

The internet offers possibilities for accessing material not available in the library, particularly material of an archival nature. If you wish to conduct such searches on the web the most useful starting point is the National Library listing of sites at: http://www.nla.gov.au/oz/histsite.html

However, you should be aware that surfing the internet in search of information is no substitute for spending time in the library. Trying to find material on the internet can often be frustrating, time-consuming, and unrewarding. If you do elect to use information from the internet, be sure to cite it correctly. You should provide the author’s name, the title of the document or work, the URL in angled brackets, and the date accessed. Note too that no more than ten percent of your cited sources should be internet-based, and under no circumstances should students rely upon or reference Wikipedia.

Library and research facilities
The Sydney College of TAFE library facilities are available for your use. Please use the library for any printing you may want to do and to access the internet. You can also photocopy or scan TAFE Library books for your own use. More information on the CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

Weekly Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Topic</th>
<th>Class activities</th>
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<tr>
<td>1</td>
<td>Introduction to the course and Contemporary Australia</td>
<td>Class Lecture: Contemporary Australia Tutorial: Australian Identity Online Discussion Forum: Why History?</td>
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<td></td>
<td>Required Reading</td>
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<td></td>
<td>Additional Reading</td>
<td>Writing History Powerpoint</td>
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<tr>
<td>2</td>
<td>Aboriginal Australia</td>
<td>Class Lecture: Aboriginal Heritage and Culture. Screening of <em>Babakiueria</em> Online Discussion Forum: <em>Babakiueria</em></td>
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<td></td>
<td>Screening of <em>Babakiueria</em></td>
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<td></td>
<td>Assignment of Student Presentations</td>
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<tr>
<td>3</td>
<td>Overview to 1901</td>
<td>Class</td>
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<td>Required Reading</td>
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<tr>
<td><strong>Stuart Macintyre</strong>, <em>A Concise History of Australia</em> 3rd edition (Cambridge University Press, Cambridge, 2009), chapters one and two.</td>
<td><strong>Lecture:</strong> Overview to 1901.</td>
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<th>Additional Reading</th>
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<th>Field Class</th>
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<tr>
<td><strong>Field Class: Susannah Place Museum</strong></td>
<td><strong>Field Class</strong></td>
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<th>Required Reading</th>
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<th>Additional Reading</th>
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<tr>
<th>Field Work Assignment Due</th>
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<tr>
<td></td>
<td><strong>Class</strong></td>
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<td>Guest Lecture: A Doomed Race</td>
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<td>Student Presentations</td>
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<td>Quick Quiz: Gold, Eureka and Democracy</td>
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<td></td>
<td><strong>Online Quiz:</strong> Imagined Destinies</td>
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<th>Mid-Semester Online Exam: 1 Hour.</th>
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<td><strong>Online</strong></td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>10</td>
<td>Field Class, Justice and Police Museum</td>
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<tr>
<td>12</td>
<td>Conclusion/Evaluation</td>
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Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to advise the Director of Academic Affairs (DAA) at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center (02) 9217 5977 is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to
the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

**Research Essay Topics**

**DUE: by midnight on 27 March.**

**LENGTH: 2500 words.**

Essays must cite a minimum of six academic sources and be fully referenced. Submit your essay through the Turnitin link in CANVAS.

**TOPIC ONE**

“Unchanging people in an unchanging land.”

How well does this describe Australian Aboriginals before 1788?

**Selected Readings**


J.P. White & D. Mulvaney (eds), *Australians to 1788*, Broadway, N.S.W., Australia: Fairfax, Syme & Weldon Associates, 1987

**TOPIC TWO**

Why did the British government decide to establish a colony in New South Wales in 1788?

**Selected Readings**

G. Blainey, *Tyranny of Distance*, Sydney : Pan Macmillan, 2001 (Ch. 2)


J. Hardy & A. Frost (eds), *Studies from Terra Australis to Australia*, Canberra : Australian Academy of the Humanities, 1989


A.G.L. Shaw, *Convicts and the Colonies*, a study of penal transportation from Great Britain and Ireland to Australia and other parts of the British Empire, North Carlton: Melbourne University Press, 1977 (Ch. 2)

M.J.E. Steven, *Trade, Tactics and Territory* Britain in the Pacific, 1783-1823, Melbourne, Melbourne University Press, 1983

R.A. Swan, *To Botany Bay if Policy warrants the Measure*: a reappraisal of the reasons for the decision by the British government in 1786 to establish a settlement at Botany Bay in New South Wales on the eastern coast of New Holland, Canberra : Roebuck Society, 1973

**TOPIC THREE**
Evaluate the character of the female convicts and their contribution to Australia.

*Selected readings*
P. Grimshaw et al., *Creating a Nation*, Ringwood: McPhee Gribble, 1994

**TOPIC FOUR**
What shaped concepts of masculinity and femininity in Australia between 1890 and 1914?

*Selected readings*
M.Lake, *Getting Equal: the history of Australian feminism*,...
TOPIC FIVE
Why did Australians decide to federate by 1900?

Selected readings
S. Bennett (ed.), The Making of the Commonwealth, Melbourne: Cassell Australia, 1971
S. Bennett (ed.), Federation, Melbourne : Cassell Australia, 1975
R. Birrell, Federation : the secret story, Potts Point, N.S.W. : Duffy & Snellgrove, 2001
H. Irving, To Constitute a Nation, Cambridge; Melbourne: Cambridge University Press, 1999
B. Matthews, Federation, Melbourne : Text Publishing, 1999

TOPIC SIX
How, why and by whom was the ANZAC/Digger image created during the First World War?

Selected readings
J. Ross, The Myth of the Digger: the Australian soldier in two world wars,
TOPIC SEVEN
What impact did the Second World War have upon Australian women?

Selected readings


TOPIC EIGHT

“Australia's national heroes are largely cricketers, tennis players, swimmers and boxers, or even racehorses” Why has sport been such an important part of Australian life?

Selected readings


**TOPIC NINE**

“Bob Hawke’s government was instrumental in dismantling the Australian settlement and constructing in its place an open, modern, diversified economy.” To what extent do you agree with this assessment?

**Selected readings**


**TOPIC TEN**

Once the wilderness...was seen as something to be subdued and survived...Three quarters of a century later...the wilderness itself is spiritually renewing, sustaining and satisfying. (Mickey Dewar). What impact did American ideas about wilderness have on Australian attitudes to the environment? Why and how have perceptions of wilderness and the environment changed in Australia?

**Selected readings**


Roderick Nash, *Wilderness and the American Mind*, Yale, University Press. (SLNSW)

