



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

1. Tutorial Presentation & Participation	15%
2. Field Assignment	10%
3. Research Essay – 2500 Words	30%
4. Mid-semester exam	15%
5. Final exam	30%

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	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.
Excellent (Distinction)	A-	90 – 92	3.7	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.
Very good (High Credit)	B+	87 – 89	3.3	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.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.

Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	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.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	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.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

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:

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

B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

2. Field Work Assignment

During the first half of the semester we visit the Susannah Place Museum in the Rocks. This museum is a collection of terrace houses that accommodated working-class families in one of the oldest neighbourhoods in Sydney. We will be given a tour of these houses and introduced to the past lives of some of the tenants and owners.

Option 1. Write a 1000 word essay to: Explain the significance of Susannah Place Museum and the Rocks neighbourhood in NSW settlement history. This essay should draw on information gained, and artifacts viewed, during our visit to the museum. Upload the essay through Turnitin in CANVAS.

OR

Option 2: At the SLNSW students are to locate a minimum of ten resources that relate to at least two major essay questions (as listed at the end of this course guide). A list of the resources located with citation information and a brief summary of each item (Annotated Bibliography) is to be completed to be uploaded through Turnitin. Further details will be given to you in class. This assignment will assist you to start your research for your major essay.

3. Research Essay.

Length will be 2500 words and chosen from topics at the end of this outline.

4. Mid-semester exam. Conducted online

Two source-based questions on material already covered in class. Time allowed: one hour.

5. Final Exam.

This is an open book exam. Choose any three questions on general course content. Time allowed: two hours.

Course Materials

Required Readings

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

Recommended Reading

Students should access or consider purchasing Stuart Macintyre, *A Concise History of Australia* 3rd edition (Cambridge University Press, Cambridge, 2009). Price \$38.95.

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

Seminar	Topic	Class activities
1	<p>Introduction to the course and Contemporary Australia</p> <p>Required Reading Martin Crotty and Erik Eklund, "Why History?" in <i>Australia to 1901: Selected Readings in the Making of a Nation</i>, Tertiary Press, Croydon, Victoria, 2003. Rachel Woodlock, "Being an Aussie Mossie: Muslim and Australian Identity among Australian-born Muslims", <i>Islam and Christian-Muslim Relations</i>, 22:4, 391-407.</p> <p>Additional Reading Writing History Powerpoint</p>	<p>Class Lecture: Contemporary Australia Tutorial: Australian Identity Online Discussion Forum: Why History?</p>
2	<p>Aboriginal Australia Screening of <i>Babakiueria</i></p> <p>Assignment of Student Presentations</p> <p>Required Reading Kevin Rudd, "The 10 big global challenges facing Australia". http://www.smh.com.au/federal-politics/political-opinion/the-10-big-global-challenges-facing-australia-20110116-19rsb.html</p>	<p>Class Lecture: Aboriginal Heritage and Culture. Screening of <i>Babakiueria</i></p> <p>Online: Discussion Forum: <i>Babakiueria</i></p>
3	Overview to 1901	Class

	<p>Required Reading Stuart Macintyre, <i>A Concise History of Australia</i> 3rd edition (Cambridge University Press, Cambridge, 2009), chapters one and two.</p> <p>Additional Reading Joseph Banks, <i>The Endeavour Journal of Joseph Banks, 1768-1771, Volume 2</i>, ed. J.C. Beaglehole, Sydney, Angus and Robertson, 1963, pp 122-37. James Cook, <i>The Journals of Captain James Cook, Volume 1, The Voyage of the Endeavour, 1768-1771</i>, ed. J.C. Beaglehole, London: Cambridge University Press, 1955, pp 392-9. William Dampier, <i>A New Voyage Round the World</i>, New York: Dover, 1968, pp 311-16.</p>	<p>Lecture: Overview to 1901.</p> <p>Maritime Museum visit</p> <p>Online Discussion Forum: European Explorers.</p>
4	<p>Field Class: Susannah Place Museum</p> <p>Required Reading Grace Karskens, "The Rocks". <i>Sydney Journal</i>, Vol 2., No. 1, June, 2009, pp 117-123, http://epress.lib.uts.edu.au/ojs/index.php/sydney_journal/index</p> <p>Additional Reading.</p> <p>State Library of New South Wales, "The Governor": Lachlan Macquarie Online Exhibition, http://www.sl.nsw.gov.au/events/exhibitions/2010/governor/docs/the_governor_guide.pdf Sydney Living Museums, "Stories from Susannah Place Museum", http://sydneylivingmuseums.com.au/stories/if-these-walls-could-talk-winter-edition-2014.</p>	<p>Field Class</p>
5	<p>Ideas about Race Guest lecture "A Doomed Race" Dr Alison Holland Tutorial: Eureka, Gold and Democracy</p> <p>Required Reading Russell McGregor, "Prologue, The Eclipse of Antipodean Enlightenment", in <i>Imagined Destinies: Aboriginal Australians and the Doomed Race Theory, 1889-1939</i>, Carlton South, Victoria, Melbourne University Press, 1998, pp 1-18 . Kathryn Cronin: "'Get a move upon the pigtails': Racial conflict on the mining frontier", in Martin Crotty and Erik Eklund, (eds), <i>Australia to 1901: Selected Readings in the Making of a Nation</i>, Tertiary Press, 2003, pp 249-65</p> <p>Additional Reading Ann Curthoys, ' "Men of All Nations, Except Chinamen", Europeans and Chinese on the Goldfields of New South Wales', in Iain McCalman, Alexander Cook and Andrew Reeves, (eds), <i>Gold: Forgotten Histories and Lost Objects of Australia</i>, Cambridge, Cambridge University Press, 2001, pp. 103-23 Ian McLaren, (ed), <i>The Chinese in Victoria: Official Reports and Documents</i>. Melbourne, Red Rooster Press, 1985, 6-14, 22-23, 49-57.</p> <p>Field Work Assignment Due</p>	<p>Class Guest Lecture: A Doomed Race Student Presentations Quick Quiz: Gold, Eureka and Democracy Online Quiz: Imagined Destinies</p>
6	<p>Mid-Semester Online Exam: 1 Hour.</p>	<p>Online</p>

	MID-SEMESTER BREAK	No Class
7	<p>Federated Australia In-class activity: Was Federation inevitable? Student Presentations.</p> <p>Required Reading Alomes, Stephen, "The Fragile Spring: The Australian Colonies and Imperial Britain, 1880-1901", in <i>A Nation at Last? The Changing Character of Australian Nationalism, 1880-1988</i>, Sydney, Angus and Robertson, 1988, pp 12-38.</p> <p>Additional Reading De Garis, Brian, "Federation", in Robert Manne (ed), <i>The Australian Century: Political Struggle in the Building of a Nation</i>, Melbourne, Text Publishing, 1999, pp 11-46.</p>	<p>Class Lecture: Federation Debate: Was Federation Inevitable? Student Presentations</p> <p>Online Discussion Forum: Australian Nationalism</p>
8	<p>Immigrants and Post-War Reconstruction Tutorial: The Whitlam Government</p> <p>Required Viewing: <i>The Power and the Passion</i> (part 1). Gough Whitlam: 1916-2014: A very special chapter in our nation's history closed today with the passing of Gough Whitlam. Is Part Of: Seven News (SEVEN NETWORK); Time: 18:00; Broadcast Date: Tuesday, 21 October 2014; Duration: 9 min., 15 sec.</p> <p>Additional Reading Robert Manne, "Sending them home: Refugees and the new politics of indifference" Melbourne: Schwartz Publishing, 2004 <i>Australian Quarterly Essay</i> Vol. 13, pp. 1-95</p>	<p>Class Lecture Film viewing: <i>The Power and the Passion</i> part (1). Online Discussion Forum: Post - War changes and Gough Whitlam</p>
9	<p>The Hawke/Keating Years</p> <p>Film screening: <i>The Power and the Passion</i> (part 2).</p> <p>Required Reading: Paul Keating, "Traditions of Labor in power: Whitlam and Hawke in the continuum", <i>Australian Labor Party Traditions for Reform in New South Wales: Labor History Essays</i>, Sydney, Pluto Press, 1987, pp 172-186.</p> <p>Research Essay Due.</p>	<p>Class Lecture Film Screening: The Power and the Passion part 2</p>
10	Field Class. Justice and Police Museum	Field Class
11	<p>Environmental Issues: water, fire and climate.</p> <p>Required Reading Anna Vidot and Lucy Barbour: "Dry Argument: Australia's Drought Policy Dilemma".</p> <p>Additional Reading Timeline: droughts and Australian drought policy 1895 - 2014</p>	<p>Online Class</p> <p>Online Discussion Forum: A Dry Argument.</p>
12	<p>Conclusion/Evaluation Final Exam</p>	<p>Class Exam: Final.</p>

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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

G. Blainey, *The Triumph of the Nomads: a history of ancient Australia*,

Melbourne: Sun Books, 1983

R.M. & C.H. Berndt, *The World of the First Australians: Aboriginal traditional life past and present*, Sydney : Lansdowne Press, 1981

C. Bourke, C. Johnson & I. White, *Before the invasion: Aboriginal life to 1788* , Melbourne : Oxford University Press, 1980

T. F. Flannery, *The Future Eaters: an ecological History of the Australasian Lands and Peoples*, Sydney : Reed New Holland, 2005

J.M. Flood, *The Riches of Ancient Australia: a Journey into Prehistory*, St. Lucia, Qld : University of Queensland Press, 1990

I. Keen, *Aboriginal economy & society : Australia at the threshold of colonization*, South Melbourne, Vic. : Oxford University Press, 2004

R.L. Kirk, *Aboriginal Man Adapting*, Oxford : Clarendon Press, 1981

H. Lourandos, *Continent of Hunter-Gatherers: new Perspectives in Australian Prehistory*, Cambridge ; Melbourne : Cambridge University Press, 1997

K. Maddock, “Aboriginal Societies,” in *Studies from Terra Australis to Australia* (eds J. Hardy & A. Frost), Canberra : Australian Academy of the Humanities, 1989 pp. 25-36.

D.J. Mulvaney, *The Prehistory of Australia*, Ringwood, Vic. ; Harmondsworth, Eng. : Penguin Books, 1975

T. Murray (ed), *Archaeology of Aboriginal Australia*, St Leonards, N.S.W. : Allen & Unwin, 1998

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)

C.M.H. Clark, *A History of Australia*, Carlton, Victoria : Melbourne University Press ; London ; New York : Cambridge University Press, 1963-1987 (Ch. 4)

A. Frost, *Convicts and Empire: A Naval Question, 1776-1811*, Melbourne : Oxford University Press, 1980

Mollie Gillen, “The Botany Bay Decision, 1786: Convicts, Not Empire”, *The English Historical Review* , Vol. 97, No. 385 (Oct., 1982), pp. 740-766 .

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

D. Mackay, *A Place of Exile: the European settlement of NSW*, Melbourne : Oxford University Press, 1985

G. Martin (ed), *The Founding of Australia: the argument about Australia's origins*, Sydney : Hale & Iremonger, 1981.

N.B. Nairn, "The Selection of Botany Bay", in *Economic Growth of Australia 1788-1821* (eds. G.J. Abbott & N.B. Nairn) Carlton, Vic. : Melbourne University Press, 1969

E.M. O'Brien, *The Foundation of Australia, 1786-1800 : a study in English criminal practice and penal colonization in the eighteenth century*, Westport, Conn.: Greenwood Press, 1970 (ch. 1)

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

M. Bogle, *Convicts*, Glebe, NSW : Historic Houses Trust, 1999.

C.M.H. Clark, *A History of Australia*, vol. I., Carlton, Victoria : Melbourne University Press ; London ; New York : Cambridge University Press, 1963-1987 (ch. 6 et al.)

J. Damousi, *Depraved and Disorderly : female convicts, sexuality and gender in Colonial Australia*, New York : Cambridge University Press, 1997

K. Daniels, *Convict Women*, St. Leonards, N.S.W: Allen & Unwin, 1998

P. Davies, "Destitute Women and Smoking at the Hyde Park Barracks, Sydney, Australia." *International Journal of Historical Archaeology* 15(1) (2011): pp. 82-101

B. H. Fletcher, "Australia's Convict Origins," *History Today*, October 1992, pp. 39-43.

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

R. Haines, "Indigent Misfits or Shrewd Operators? Government-assisted Emigrants from the United Kingdom to Australia, 1831-1860." *Population Studies*, 48 (1994): pp. 223-47.

D. Oxley, *Convict Maids: The Forced Migration of Women to Australia*, New York : Cambridge University Press, 1996

M. Perrott, *A Tolerable Good Success. economic opportunities for women in New South Wales 1788-1830*, Sydney : Hale & Iremonger, 1983

L.L. Robson, *The Convict Settlers of Australia*, Carlton, Vic. : Melbourne University Press, 1994.

A. Salt, *These Outcast Women. : the Parramatta Female Factory, 1821-1848*, Sydney : Hale & Iremonger, 1984.

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.

M. Sturma, 'Eye of the Beholder: the stereotype of female convicts 1788-1852', *Labour History*, 34, May 1978.

A. Summers, *Damned Whores and God's Police*, Camberwell: Penguin, 2002

TOPIC FOUR

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

Selected readings

J. Allen, *Sex and Secrets, Crimes Involving Australian Women since 1880*, Melbourne : Oxford University Press, 1990.

J. Allen, *Rose Scott: vision and revision in feminism*, Oxford UP Australia, 1994.

C.M.H. Clark, *A History of Australia, Vol. 5* (chapter 9) Carlton, Victoria : Melbourne University Press ; London ; New York : Cambridge University Press, 1963-1987

M. Crotty, *Making the Australian Male, Middle Class Masculinity 1870-1920*, Carlton South, Vic.: Melbourne University Press, 2001.

M. Fitzherbert, *Liberal Women, Federation to 1949*, Annandale, N.S.W: Federation Press, 2004

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

M. Hearn, 'Rose Summerfield's Gospel of Discontent: a narrative of radical identity in late nineteenth century Australia', *Labour History*, No. 87, November 2004.

M.Lake, *Getting Equal: the history of Australian feminism*,

St Leonards, N.S.W: Allen & Unwin , 1999.

M. Lake, "The Politics of Respectability: identifying the masculinist context", *Australian Historical Studies*, Vol. 22, No. 86, April 1986.

Susan Magarey, Sue Rowley, Susan Sheridan (eds) *Debutante nation: feminism contests the 1890s*, North Sydney : Allen & Unwin, 1993

K. Spearitt, "New Dawns, First Wave Feminism 1880-1914," in Kay Saunders and Raymond Evans (eds), *Gender Relations in Australia: domination and negotiation*.

D. Walker, "Shooting Mabel: Warrior Masculinity and Asian Invasion", *History Australia*, Vol. 2 No.3 December 2005.

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

R. Birrell, *Nation Of Our Own: citizenship and nation-building in federation Australia*, Melbourne : Longman Cheshire, 1995

G.C. Bolton, *Edmund Barton*, St. Leonards, N.S.W: Allen & Unwin, 2000

K. Dermody, *A Nation at last: the Story of Federation*, Canberra : Australian Govt. Pub. Service, 1997

R. Evans et al. ,*1901: Our Future's Past: documenting Australia's federation*, Sydney : Pan Macmillan Australia, 1997.

B. de Garis, "Federation", in R. Manne (ed.), *The Australian Century: political struggle in the building of a nation*, Melbourne : Text Publishing, 2001, pp. 11-46.

D. Headon & J. Williams, *Makers Of Miracles: Cast Of The Federation Story*, Carlton, Vic. : Melbourne University Press, 2000.

M. Hearn, and G. Patmore, (eds.), "From Patriotic Interest to Class Interest", in *Working the Nation, Working Life and Federation*, Sydney: Pluto Press, 2001, pp. 116-135.

J.B. Hirst, *Sentimental Nation - Making of the Australian Commonwealth*, Oxford UP Australia, 2000.

H. Irving, *To Constitute a Nation*, Cambridge; Melbourne: Cambridge University Press, 1999

N. McLachlan, *Waiting for the Revolution: A History of Australian Nationalism*, Ringwood, Vic : Penguin, 1989

W.G. McMinn, *Nationalism and Federalism in Australia*, Melbourne : Oxford University Press, 1994.

B. Matthews, *Federation*, Melbourne : Text Publishing, 1999

N.Meaney, "Britishness and Australian identity: The problem of nationalism in Australian history and historiography", *Australian Historical Studies*, vol. 32, no. 116, April 2001, pp. 76-90.

John Ross, *One people, one destiny : the story of federation* , Noble Park, Vic. : Five Mile Press, 2001.

R. Russell & P. Chubb, *One Destiny! The federation story – how Australia became a Nation*, Ringwood, Vic. : Penguin, 1998.

J.M. Ward, *The state and the people: Australian Federation and nation-making, 1870-1901* , Leichhardt, N.S.W. : Federation Press, 2001.

R. White, *Inventing Australia*, Sydney : Allen & Unwin, 1981.

TOPIC SIX

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

Selected readings

P. Cochrane, *Simpson and the Donkey: the making of a legend*, Carlton, Vic. : Melbourne University Press, 1992.

K.J. Fewster, "Ellis Ashmead Bartlett and the Making of the Anzac Legend" *Journal of Australian Studies* 19 (1982), pp. 17-32

B. Gammage, *The Broken Years: Australian Soldiers in the Great War*, Canberra : Australian National University Press, 1974.

D. Horne, *The Little Digger: a biography of Billy Hughes*, South Melbourne : Macmillan, 1983

K.S. Inglis, *Sacred places: war memorials in the Australian landscape*, Melbourne UP, 2005.

D.A. Kent, "The Anzac Book and the Anzac Legend: C.E.W. Bean as editor and image-maker", *Historical Studies*, 84 (April 1985), pp. 376-390

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"Australia's national heroes are largely cricketers, tennis players, swimmers and boxers, or even racehorses"
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"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?

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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?

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