



**UNSW**  
SYDNEY

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University



# ARTS2270

Australia 1788-1900: Invasion to White Australia

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Anne O'Brien	anne.obrien@unsw.edu.au	Monday 12-1; Wednesday 12-1; or by appointment	Morven Brown 368	02 9385 2384

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *History*

This course can also be studied in the following specialisation: *Australian Studies*

Controversies regularly erupt in Australia over issues where identity and justice intersect: who should be granted asylum? how can the rights of Indigenous peoples be fully respected? how should Australia relate to Asia? In this course you will explore how these issues were fostered by the major themes of Australia's 19th century history: the settler revolution, Indigenous dispossession and resistance, and the rise of scientific racism on the one hand; movements towards democracy, universal education and better living standards on the other. Tensions arising from these themes are common to all settler societies but Australia's location at the edge of Asia means they were played out here with a distinctive sense of urgency whose reverberations persist.

### At the conclusion of this course the student will be able to

1. Analyse important events, ideas and themes relevant to 19th century Australia.
2. Interpret, evaluate and contextualise relevant primary sources.
3. Evaluate scholarly arguments and debates on key themes.
4. Make evidence-based arguments using independently located sources.

### Teaching Strategies

The course is designed to develop your knowledge and understanding of key themes, events and debates in Australia's 19th century history, to improve your skills at critiquing scholarly and popular writings, and to help you construct your own arguments based on evidence. The lectures provide a broad perspective on major topics and enable you to contextualise and interpret the tutorial readings. These consist of both primary and secondary sources and will be analysed and interpreted in small and large group discussion. The research essay enables you to develop your interest in a topic by pursuing independent research and the final in-class test provides an opportunity for you to reflect on the significance of the topics as they relate to each other. The course's major rationale is to stimulate your interest in Australia's past as a way of understanding contemporary Australia.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial analysis	30%	13/04/2018 04:00; 1/06/2018 04:00	2
Research essay	40%	11/05/2018 04:00 PM	1,2,3,4
Text introduction	10%	on tutorial date assigned	3
Class test	20%	30/5/2018, in first hour of lecture, week 13	1,3,4

## Assessment Details

### Assessment 1: Tutorial analysis

**Start date:** Not Applicable

**Length:** 2000 words

**Details:** Students will submit responses (500 words each) to 4 primary sources, two from weeks 3-6, and two from weeks 7-13. Feedback via individual comment and in-class discussion.

### Assessment 2: Research essay

**Start date:** Not Applicable

**Length:** 3000 words

**Details:** Students will write an essay (3,000 words) based on independent research. Feedback via individual comment. This is the final assessment for attendance purposes.

### Assessment 3: Text introduction

**Start date:** Not Applicable

**Length:** 5 minutes

**Details:** Students will prepare and present an analysis of one major secondary source. This will be a maximum of 5 minutes duration and will distil the essence of the argument being made. Feedback via individual comment and in-class discussion.

### Assessment 4: Class test

**Start date:** Not Applicable

**Details:** Test is one hour long. Students receive a mark.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Introduction to course Australia: the long history
	Tutorial	No tutorial
Week 2: 5 March - 11 March	Lecture	First Contacts Convicts: the big picture
	Tutorial	Introductions and Early Sydney
Week 3: 12 March - 18 March	Lecture	Pastoral Push The other side of the frontier
	Tutorial	Debating convicts
Week 4: 19 March - 25 March	Lecture	New Colonies Gender and Respectability
	Tutorial	On the Frontiers
Week 5: 26 March - 1 April	Lecture	Gold and the Chinese Ned Kelly and struggles for land
	Tutorial	Respectability and rough culture
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	Northern Frontiers Towards Protection
	Tutorial	Eureka: Legends and Legacy
	Assessment	Tutorial analysis (1) due this Friday 13 April, 4.00pm
Week 7: 16 April - 22 April	Lecture	The Rise of the Cities The other side of the tracks
	Tutorial	Jandamurra
Week 8: 23 April - 29 April	Lecture	Anzac Day - no lecture
	Tutorial	Anzac Day - no tutorial
	Homework	Use this week to make progress on your essay
Week 9: 30 April - 6 May	Lecture	Looking to Asia The White Australia Policy
	Tutorial	Walking tour of Randwick
Week 10: 7 May - 13 May	Lecture	Depression

		Unrest: workers and feminists
	Tutorial	Colonial prostitution
	Assessment	Research essay due this week: Friday 11th May, by 4 pm
Week 11: 14 May - 20 May	Lecture	Utopias and Federation Text hints
	Tutorial	Origins of white Australia
Week 12: 21 May - 27 May	Lecture	Class test
	Tutorial	The 1890s
Week 13: 28 May - 3 June	Lecture	No lecture
	Tutorial	Perspectives on nationalism
	Assessment	Tutorial analysis (2) due this week Friday 1 June, 4.00pm

## Resources

### Prescribed Resources

Essential readings will be available to students on Moodle.

### Recommended Resources

The following provide good general overviews, or introductions, to the themes dealt with in the course

- Atkinson, A *The Europeans in Australia: A History* vols 1 & 2 (OUP, 1997, 2004)
- Bongiorno, Frank, *The sex lives of Australians* (Black Inc, 2012)
- Broome, Richard, *Aboriginal Australians: A history since 1788* (Allen & Unwin, 2010)
- Day, David, *Claiming a continent: A new history of Australia* (Harper Collins, 2001)
- Grimshaw, Patricia (et al) *Creating a Nation*, McPhee Gribble, 1994;
- Gare, Deborah & David Ritter, *Making Australian History: perspectives on the past since 1788*, Thomson, 2008.
- Goodall, *Heather Invasion to Embassy: land in Aboriginal politics in NSW, 1770-1972* (SUP, 2008)
- Kingston, Beverley, *Glad, confident morning: The Oxford History of Australia* vol 3, (OUP, 1988)
- Kociumbas, Jan, *Possession: The Oxford History of Australia*, vol 2, (OUP, 1992)
- MacIntyre, Stuart, *A Concise History of Australia*, Cambridge, 1999;
- Peel, Mark & Christina Twomey, *A History of Australia*, Palgrave, 2011
- Russell, Penny, *Savage or Civilised: manners in colonial Australia* (UNSW Press, 2010)

### Course Evaluation and Development

Student feedback will be gathered via MyExperience at the end of the course, and through 2 brief in-class evaluations during the semester.

In the past student feedback on this course has been very positive. Students said that they found it 'a really interesting course' with a 'great, wide selection of texts', that it was clearly organised, they learned 'a huge amount', that it was 'a new take on Australian colonial history'. They also said they wanted the lecture slides to be put on Moodle; that a brief overview of what else was happening in the world at the time would help contextualise this course. I responded to this feedback by retaining most of the features of the course, putting the lecture slides on Moodle each week, framing course in a wider context.

Last year 100% of students who completed the MyExperience survey agreed that 'overall I was satisfied with the quality of the course'.

### Image Credit

John Boyne, *The Landing at Botany Bay*, 1786.

### CRICOS

CRICOS Provider Code: 00098G