



Introduction

Welcome

Dear student

Welcome to Colonial Experiment: Australian History 1788 - 1918. This fascinating period of Australian history allows us to explore a broad range of topics from the European Enlightenment, to early sea and land discovery as well as moments of 'First Contact' between Indigenous and non-Indigenous Australians and the tragic frontier wars that often followed. This period also invites us to learn more about the development of democracy -from its origins in the rough and ready years of penal settlement to the end of the nineteenth century when Australian society was also influenced by the rise of the Union Movement as well as the bush nationalism of writers such as Henry Lawson, Banjo Paterson and Barbara Baynton, among others. There is also the Great War which we finish with in the final week of the semester when we will explore how the triumph and trauma of this tragic period became a crucible for Australian nationalism in the twentieth and twenty-first centuries.

This course includes a companion subject titled Forging a Nation: Australian History 1920 – 2020, which I also teach in Study Period Five. These two courses work well together and can provide you with a broad understanding of Australian history. These courses are taught within the David Unaipon College of Indigenous Education and Research (DUCIER), and topics concerned with Indigenous Australians are included in both subjects. In so doing they complement material taught in another course entitled Aborigines, History and Colonialism.

History is highly controversial and over the last two decades or so, the teaching and writing of Australian history has attracted ongoing and often heated public debate. There have been particularly energetic discussions about the nature of frontier violence in colonial Australia and these have often attracted the attention of politicians from both 'sides' of our political 'divide' who have perceived these arguments in terms of Australia's national identity. Such discussions have also inspired fresh questions about historical method, and how an appreciation of the past continues to shape the present. A real concern about what Australians know about their history has also led to extensive discussions about the structure and content of a new national history curriculum.

In 2014, a new national history curriculum was introduced throughout Australia which aims to address previous concerns about how Australian history was taught in primary and secondary schools. Some politicians were concerned that there was not enough history being taught, while others were anxious about the political implications of how 'certain' events were being taught. In 2014, the new Minister of Education, Christopher Pyne also made a number of public statements about the need for still further curriculum revisions, suggesting that the nature of Australian history in Australian schools remains contested and open to negotiation and change. For those of you thinking of teaching history at school, this is a dynamic and exciting period and you have an opportunity to make a real difference.

Australian History can certainly be controversial, not only because it provides the nation and its citizens with a way of knowing who they are and how they belong, but also because it is open to multiple interpretations. This is because history in both an art and a science, and is not only objective and about facts but also subjective narrative. While Colonial Experiment is particularly concerned with selected moments in the colonial history of Australia, we also explore the idea of 'historiography' – that is the writing and interpretation of history and how this changes according to the influences of the period as well as the different points of view of those writing that history. Together with these topics, this course will also invite you to consider the following events and topics:

Colonialism – What is it and where did it happen and why?
First contact between European explorers and Indigenous people
Transportation and the convict era
Gender in colonial Australia

Land tenure and pastoralism
Early South Australian history.
The discovery of gold and effects of the gold rushes on political representation
Urbanisation
The federation movement and the establishment of a Commonwealth under the British Crown
The rise of the labour movement
Universal suffrage
The 'white' Australia policy and nationalism
Australia's involvement in World War 1

History is a rich and dimensioned area of study and a subject that I am deeply passionate about. It is certainly the sort of topic that the more you put in the more you will get out of your study. Engage deeply, ask intriguing questions and conduct your own research and you will be rewarded with the joy of discovering new elements of the past, Australia and even your own family. I look forward to a fun semester of learning together,

Dr Kam Kaur

Course Coordinator/Lecturer

Email kam.kaur@unisa.edu.au

Information regarding this course is available through myUniSA: <http://www.unisa.edu.au/myUniSA/>

Enterprise 25

In 2018 the University launched its strategic plan Enterprise 25 (E25). Central to E25 is a commitment to orientating ourselves around our academic programs to ensure the quality of their delivery and the student experience. To meet this objective the institution is undergoing an academic transformation of Divisions and Schools to Academic Units. This transformation will occur on the 6th April 2020. Additional information regarding E25 is available at <https://www.unisa.edu.au/About-UniSA/strategic-action-plan/>

Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

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Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Objectives

On completion of this course, students should be able to:

CO1. Understand Indigenous and non-Indigenous relations in early colonial history

CO2. Develop an understanding of the shaping of Australian identities

CO3. Research and analyse the impact of historical milestones on national development

CO4. Evaluate core features of the ideology of colonialism

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

Graduate Qualities being assessed through the course							
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•	•				•	
CO2	•	•					•
CO3		•				•	
CO4						•	•

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Students will develop broad understanding of the events, theories and practices that influenced European settlement of Australia. Students will also develop research skills through the exploration of the theories and practice of colonialism, European settlement in Australia, effects on the environment, implications for Aboriginal Australians, pastoralism, industrialisation, technological developments, cultural politics, states and territories, historical events to the turn of the twentieth century, federation and the constitution, World War I, and the changing nature of national identity.

Teaching and Learning Arrangements

Tutorial	2 hours x 13 weeks
Lecture	1 hour x 13 weeks

Unit Value

4.5 units

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. <http://www.library.unisa.edu.au>

Gare, G & Ritter, D 2008, *Making Australian history: perspectives on the past since 1788*, Centage, South Melbourne, VIC..

Reference(s)

LEARNING RESOURCES

TEXT(S)

You will need continual access to the following text(s) in order to complete this course. The library may hold only one copy of the nominated text books and therefore you will need to acquire the book(s).

SET TEXT:

Gare, D & Ritter, D (eds) 2008, *Making Australian history: perspectives on the past since 1788*, Cengage Thomson Learning, South Melbourne, Vic.

This is the main text for this course. It is an anthology of primary and secondary historical documents and essays. It is quite expensive, but you will also be able to use it for the SP5 subject, HUMS 2034: Forging a Nation. Alternatively, Unibooks also holds copies of Macintyre's text listed below.

SUPPLEMENTARY TEXTS: Buy these if you cannot afford the main text but read them because they offer useful and interesting different perspectives.

Stuart Macintyre, *A concise history of Australia*, 3rd edn, Melbourne: Cambridge University Press, 1999. Stuart Macintyre is one Australia's leading contemporary historians and this is an excellent and easy to read overview of Australian history, which is well written and full of lively analysis as well as a majestic broad sweeping approach to history.

MATERIALS TO BE ACCESSED ONLINE COURSE HOMEPAGE AND MYUNISA

As well as engaging in course textbook there will also be occasions when you need to access the e-readings on The Colonial Experiment course site. These can be accessed through your 'MyUnisa' page. Just click on the 'learnonline Colonial Experiment' link. It can also be accessed through the course homepage: <http://www.unisanet.unisa.edu.au/courses/course.asp?Course=&Year=2012#Learning>

Items included on course homepage

General Course Outline and Information

Online Discussion

Study Guide – a summary of weekly content

Weekly Lecture Recordings and Notes

Guiding questions for your reading

Key Dates and Key Terms

Worksheets

Study Advice – resources to assist with research skills, essay writing and referencing

Internet Links – useful internet resources and databases

List of Weekly Readings

'Course e-reader' – digitised articles to be read alongside set text

Extra course information

The Extra course information booklet provides important information relevant to the study of all your courses. This can be accessed at: <http://www.unisa.edu.au/ltu/staff/practice/materials/course-information/extra.asp> from the course homepage and myUniSA.

OTHER RESOURCES

Other useful references

M Anderson. *Australian history and citizenship*. South Yarra: Macmillan Education, 2000.

Bain Attwood and S.G. Foster,. *Frontier conflict: the Australian experience*. Canberra: National Museum of Australia, 2003.

Geoffrey Blainey, *A shorter history of Australia*. 3rd Edn. North Sydney: Random House, 2000.

Richard Broome, *Aboriginal Australians black responses to white dominance, 1788 – 2001*. Crows Nest: Allen & Unwin, 2003.

F.G. Clarke, *Australia: A concise political and social history*. Sydney: Harcourt Brace Jovanovich, 1992

Inga Clendinnen. 'The History Question: Who Owns the Past?' *Quarterly Essay*, Issue 23. Melbourne: Black Inc, 2006.

R. Coupe, *Australian explorers: unlocking the great south land*. Frenchs Forest: New Holland, 1998

J Connor, *The Australian frontier wars 1788-1838*. Sydney: University of New South Wales Press, 2002.

Frank Crowley, *A documentary history of Australia volume 1: colonial Australia 1788-1840*. West Melbourne: Nelson, 1980.

Ann Curthoys, & Anne McGrath, eds, *Writing histories: imagination and narration*. Monash Publications in History: Monash, Victoria, 2002.

Ann Curthoys, & Anne McGrath, eds, *How to write history that people want to read*. UNSW Press: Sydney, NSW, 2009.

David Day, *Claiming a Continent: A New History of Australia*. Sydney: Harper Collins, 2001.

Pat Grimshaw, Marilyn Lake, Ann McGrath, and Marian Quartly, eds., *Creating a nation*. API Network, Perth, 2009

John Hirst, *Australia's Democracy: A Short History*. Crows Nest: Allen & Unwin, 2002.

Helen Irving, *The Centenary Companion to Australian Federation*. Melbourne, Cambridge University Press, 2010.

Helen Irving *To constitute a nation: a cultural history of Australia's constitution*. Cambridge: Cambridge University Press, 1997.

Stuart Macintyre and Anna Clark. *The History wars*. Carlton: Melbourne University Press, 2003.

Robert Manne, ed. *Whitewash: on Keith Windschuttle's Fabrication of Aboriginal History*. Melbourne: Black Inc, 2003.

Deb Oxley, *Convict maids: the forced migration of women to Australia*. Cambridge: Cambridge University Press, 1996.

M Prentis, *A study in black and white: Aborigines in Australian history*. Rosenberg Publishing: NSW, 2009.

Henry Reynolds, *The other side of the frontier: Aboriginal resistance to the European invasion of Australia*, Ringwood, Victoria: Penguin Books, 1990.

Kay Saunders, and Ray Evans, R, eds, *Gender relations in Australia: domination and negotiation*. Sydney: Harcourt, Brace, Jovanovich, 1992.

J Thompson, *Documents That Shaped Australia: Records of a Nation's Heritage*. Sydney, Murdoch Books, 2010.

Stuart Ward, *Australia and the British embrace: the demise of the Imperial ideal*. Carlton South: Melbourne University Press, 2001.

Audiovisual References

Perkins, Rachel (wr., dir., prod.) & Pankhurst, Helen (prod.) (2008), *The First Australians*, Wainburranga, PF; McDonald, P, (c1988). *Too Many Captain Cooks*, Canberra: Ronin Films.

Brady, W (et. al.) dir. (1981). *Bread and Dripping*, Wiminsfilms, AFC, South Melbourne: Australian Film Institute Distribution.

Eureka Stockade, (1949). *Australia*: Ealing Studios.

Immigration Nation: The Secret History of Us, (2011), SBS.

Noyce, P dir. (2002). *Rabbit-Proof Fence*, Magna Pacific. adapted from *Follow the Rabbit Proof Fence* by Doris Pilkington.

Journals and periodicals (print and electronic)

Databases: Below is a list of the most useful journals. Many journals are now digitally available through 'Australian Public Affairs Full Text' (APAF) database. If you look under 'journal title' in the library catalogue, this will indicate whether the full text is digitally available through APAFT. Also try the database AustLit: the Resource for Australian Literature for bibliographic information on historical literature. You will also find a list of useful databases on the following library homepage: <http://www.library.unisa.edu.au/resources/subject/aushistory.asp>

For a really extensive range of the latest cultural studies and history references, the API Network is helpful: <http://www.api-network.com/cgi-bin/page?publications/journals>

Aboriginal History [electronic resource]

Antipodes

Australian Aboriginal Studies

Australian Cultural History

Australian Historical Studies [Print and electronic resource]

Australian Humanities Review [electronic resource]

The Australian journal of politics and history [Print and electronic resource]

The Australian Quarterly Studies

Crossings [Print and electronic resource]

Electronic journal of Australian and New Zealand History

History Australia: Journal of the Australian Historical Association

Historical studies, Australia and New Zealand

Journal of Australian Studies
Journal of Australian colonial history [electronic resource]
Journal of the Royal Australian Historical Society [Print and electronic resource]
The La Trobe journal [electronic resource]
Lilith: A Feminist History Journal
Post Colonial Studies

Materials to be accessed online

learnonline course site

All course related materials can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (<https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567>) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Review	750 words	N/A	10%	27 Mar 2020, 11:00 PM	learnonline	CO1, CO4
2	Journal	1500 words	N/A	35%	27 Apr 2020, 11:00 PM	learnonline	CO1, CO2, CO4
3	Essay	2250 words	N/A	55%	5 Jun 2020, 11:00 PM	learnonline	CO1, CO2, CO3, CO4

Feedback proformas

The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Review (Graded)

Assessment 1—Review of a Primary Historical Source (750 words) 10%

- This Assessment is designed to get you started in analysing primary source materials. You will be provided with a list of sources, from which you will choose ONE for the purpose of this exercise. The information gained from this Assessment will prepare you for the two Assessments to follow, which will build on the skills learned here. The objectives for Assessment 1 are to develop:

your awareness of what kinds of information are available to historians;
your understanding of how to 'interpret' that information;
your ability to deliver that information in your own words.

Assessment 1 is not meant to be an essay, but a textual analysis of a chosen source.

- Layout of Assessment

*Note: The word count indicated below is a guide only and you are welcome to make your own choice.

- **a) Reference your chosen Research Source (approx. 50 words):**

At the beginning of your review, ensure that you have all the citation details. These records are important for the historian – be as detailed as you can.

Use the Chicago Referencing system.

At the end of the review, include a bibliography that references this source and any others you may refer to in your analysis.

b) Critical Analysis of Research Source (approx. 400 words):

Critically analyse your source by discussing what it reveals to you about the subject.

You may like to start by finding out who wrote it and when and why? Is this person important in this period of Australian history, and if so why and how? What is the purpose of this document? What audience are they writing for and why?

The following questions may also be useful (you don't have to answer them all, as some may be more relevant than others). It is your job to work out which of the questions below are MOST relevant:

What are the circumstances surrounding the production of this text?

What is the scene, event, person or issue they are describing and why is this significant?

Are there any unusual words that you need to look up in the dictionary?

Are these words being used the same way now as they were then?

Is their writing objective? Or what sort of biases, partialities or prejudices do you think the author has?

What does this tell you about the author?

c) Summary (approx. 300 words):

Summarise the knowledge you have gained.

What does this text add to your knowledge of this period of Australian history?

What have you learnt from primary documents from your close analysis of this text?

What has it taught you about history as a discipline?

Formatting and Presentation of Assessment 1:

University policy (C-1.4) states: The University will use inclusive language in all academic and administrative written and spoken communication. Please follow this policy when preparing your assessments.

Assessment Template: This is included at the end of the Course Outline and is also available on the Online Study Guide early in the study period.

Further Guidance – Online Study Guide:

More details on primary and secondary sources: Please read the Introduction on the Online Study Guide for more detail on primary and secondary research materials. You will also find a helpful explanation about the 'writing' of history in this guide.

Marking Criteria for Assessment 1:

Feedback on this Assessment will be provided on the Feedback form, a copy of which is included at the back of this booklet.

Analysis (GQs 1, 2, 3 & 6):

Strength of definition and discussion: evaluation of historical material as potential sources for historical inquiry.

Strength of focus of historical research topic: the extent to which your inquiry asks further questions.
Communication (GQ 6):
Written communication: clarity of expression and voice.
Language: use of inclusive language and cultural sensitivity.
Presentation & Organisation (GQs 3 & 6):
Logical organisation of Information.
Assessment Presentation (including clarity of layout, double-spacing, proofreading)
Proper use of Referencing Convention (eg. Chicago (this means not Chicago and not a hybrid of the two!)).

Graduate Qualities Addressed in Assessment 1:

1. Developing a body of knowledge – developing a research inquiry on a historical subject by analysing historical material.
2. Lifelong Learning – in all Assessments you are given the opportunity to collect a body of knowledge, gain different perspectives and develop critical thinking and research skills that you can apply in the future to your chosen professions.
3. Effective problem-solving – Evaluating what historical materials contribute to a research inquiry generates investigation and research skills.
4. Working autonomously – the Review is an individual exercise.
6. Communicating effectively – The Assessment asks you to effectively communicate your interpretation and knowledge, as well as evaluate chosen sources.

Feedback

The Assessment will be returned within 3 weeks of your submission through an Assign IT email.
Feedback on this Assessment will be provided on the Feedback form, a copy of which is included at the back of this booklet.

Journal (Graded)

Assessment 2—Class Journal (1500 words)

Learning Objectives:

The Class Journal encourages you to keep up with the weekly reading in the Gare and Ritter textbook, by coming to class prepared to share your ideas and questions with others so that you can also engage fully in tutorial discussions. This Assessment is also designed to help you process what you are learning and to further develop your ideas for your final piece of assessment, the research essay.

Explanation of Assessment 2:

These 4 (four) components are explained below:

1. Class Participation: Class participation will be assessed on your attendance and engagement in tutorial workshop activities. You are required to attend 10 out of 13 tutorials and to contribute ideas and questions from your weekly reading to tutorial discussions. In addition to this, you will present a 10 min review/reflect in person on a history exhibition visited during the first 4 weeks of the course. This will be done in class. That reflection will be uploaded to assessment tab 2 (**in word format**) alongside the other reading summaries as part of this assessment - see below:

2.. Article summaries (3 entries x 300 words) –The article summaries should be from the Readings in the Gare and Ritter text book.

choose three readings (**either** primary source or secondary source) from the Gare and Ritter textbook, or any of the relevant Australian history texts listed earlier in this Course Site.

Write a 300 word discussion on each of these, making sure that you:

- a. Include the full reference at the top of your discussion.
- b. highlight the main points of the reading – what the author is arguing and why and now
- c. relate it to the topic for that week
- d. discuss the topic being covered in the light of any further reading you may have done in the Course

3. Reflective writing (1 entry x 300 words) – This may be a reflection on the lecture and/or tutorial content, a particular issue raised, or a group-work task undertaken in class. It could also be a reflection on an issue raised in the media which is centred on history, or your experience of a history event or exhibition around Adelaide.

4. Preparing for your essay (1 entry x 300 words) – Choose one of the essay questions provided for Assessment 3 or discuss with your tutor a topic that you would like to write about.. Find at least one primary source and two secondary references that are relevant to this question and explain how and why they are relevant. Please note: You don't need to write your essay plan, but you do need to demonstrate that you are researching and reading on the topic and starting to develop an approach.

University policy (C-1.4) states: The University will use inclusive language in all academic and administrative written and spoken communication. Please follow this policy when preparing your assessments.

Formatting and Presentation of Assessment 2 (Journal):

For chapter reviews, type the chapter heading at the top, and then insert the full reference of the chapter or article that you are reviewing in a reference list at the end of the review. Also include any extra references that you may have used in your discussion;

for reflective writing, just type a 'title' at the top;

for essay preparation, type the full essay question at the top;

include a reference list at the end of your Assessment, including references already referred to in chapter reviews.

Include in-text references in the Chicago referencing style where appropriate.

Also, see general formatting requirements under the assessment summary table above.

Graduate Qualities Addressed in Assessment 2:

1. Developing a body of knowledge – The Journal Assessment creates an opportunity for a 'record-keeping' of knowledge gained from the articles you are reading, leading to a more active knowledge of Australian history.
2. Lifelong Learning – It also develops your skills of analysis and reflection, note-taking, researching and time-management. These skills you may already have, but are useful to future professions.
4. Working autonomously and collaboratively – While your Journal is produced autonomously, it is shared with other internal students in tutorial workshops.
5. Ethical action – A study of history makes us more aware of the social, cultural, economic and political issues of the present, and these kinds of reflections are encouraged in the Journal.
6. Communicating effectively – The Journal Assessment asks you to effectively communicate your

knowledge, and pose ideas and questions that other students might find useful.

7. International perspectives – It also provides an opportunity to engage with articles that compare Australia with other British colonies or settler societies.

Assessment Criteria for Assessment 2:

Analysis and Research (GQs 1, 2, 4, 5, 6, 7)

Engages thoroughly with the set readings and course lecture notes.

Shows some extended research throughout course.

Shows awareness of how history contributes to present issues in Australian society.

Fulfils the criteria outlined in the Course Information.

Class Participation and Engagement:

(GQs 1, 2, 4, 6)

Regular Attendance.

Class Presentation: consideration of delivery and presentation style, and encouragement of class discussion.

Participation: preparation for w/shops; active, analytical and informed engagement in discussion.

Sharing of ideas and questions with other students.

Written communication

(GQs 4, 5, 6)

Clear written communication: is articulate, analytical and well organized.

Use of inclusive language that is culturally sensitive.

Presentation & Organisation (GQs 4 & 6):

Overall presentation, including correct grammar, spelling and punctuation.

Proper acknowledgement of documentation and use of a bibliographic convention.

Feedback:

The Assessment will be returned within 3 weeks of your submission.

Feedback on this Assessment will be provided on the Feedback form, a copy of which is included at the back of this booklet and can also be found on the Course Site.

Research Essay (Graded)

Assessment 3—Research Essay (2250 words)

The essay provides an opportunity for you to investigate and analyse a historical topic (covered in the course) that most interests you. It is called a 'Research Essay' because you are expected to conduct independent research and engage in extended reading in ways that demonstrate that you have developed your thinking and approach from Assessment 2.

Please note you may choose from the following questions or you may wish to tailor one of these questions to fit another research angle. If you are interested in developing your own question, it is absolutely vital that you contact me by email for approval of the adapted or new question.

1 What was the Rum Rebellion, who were the key protagonists and what was at stake?

2 Discuss Governor Macquarie and his contribution to colonial Australia.

3 Compare or contrast two moments of First Contact in two different colonies within Australia. What were the two parties attempting to achieve and did they understand one another? How does this inform your understanding of the term 'First Contact'?

4 Compare and contrast two different frontier environments in colonial Australia. How were they different and why? How does this inform your understanding of the term 'frontier'?

5 What was at stake in the social tensions between either the Emancipists and the Exclusivists, the 'Sterlings' and the 'Currency', and what does this tell you about early colonial society?

6 Explore the arguments and justifications for maintaining and abolishing convict transportation to New South

Wales.

7 Compare and contrast New South Wales and Van Diemen's Land – how were these two penal societies similar and/or different?

8 What sort of reputation did convict women have? How did they get this, and was it accurate?

9 Choose three colonial women and compare and contrast their lives to consider what their experiences tell you about colonial society.

10 Compare and contrast the settlement of Adelaide and Melbourne. How were they similar and/or different?

11 With reference to at least two different exploration expeditions, compare and contrast the objectives, accomplishments and implications of Australian exploration?

12 What is seen as the significance of gold discoveries for the social, economic, and political development of colonial Australia?

13 What did pastoralism contribute to Australia's colonial history?

14 Explore the reasons behind the federation of the Australian colonies in 1900, paying particular attention to the main issues of concern leading up to federation.

15 What were the origins of the labour movement and what ramifications did it have for workers?

16 What was the 'white Australia policy' and how did it come about and why?

17 Give an account of the experiences of women of the suffrage movement.

18 Identify a particular aspect of World War One history such as Gallipoli, the Western Front, the experience of nurses, conscription, Indigenous soldiers or the Home Front and compare the facts with how these events are commemorated in at least ONE popular history.

19 What are the 'history wars' and who are their major players? Why are they so controversial to Australians in the light of present day concerns?

20 Compare and contrast the evolution of two Australian cities in the 19th century, what does this reveal about Australia's bush, suburban and/or urban identity?

Researching your essay:

Read as widely as you can to gain a comprehensive knowledge on your chosen topic, and use the relevant documentary sources from the E-Readings as well as recommended texts and references. These, of course, will mostly be secondary research materials (ie. written some time after the historical era).

It is important to include primary sources in this essay. We will be organising a tour of the State Library archives early on in the course and this will be helpful but also think back to Assessment One and the sources you examined them. Use this as a guide for how you analyse and use primary sources in this assessment.

PLEASE NOTE: It is absolutely vital that you also include a selection of relevant and scholarly secondary sources. It is not acceptable to use ANY source for a university assessment and you need to demonstrate that you can discern an appropriate source and also summarise it in a way that makes it useful for your work.

There are also excellent digitised images of primary sources on archival websites. These can add significant value to your essay but you need to ensure that you include full citation details and that you also analyse these sources and explain their significance.

If you are using the internet, be aware of the legitimacy of the websites you are using. It's recommended that you only use websites where the information is from reputable sources ie. government ('.gov') or education ('.edu') websites. Many students have used '.com' websites in the past, but we cannot know the reliability of the information in them because they do not go through the same rigorous editorial process. Your essay will be stronger if you use the books and/or journals available to you in addition to primary sources. This will be a factor in your final grades.

Guidance: While there are essay writing guides on the Online Study Guide, I am happy to peruse your essay and research plan but only do this if you send it to me at least two weeks before the essay is due.

University policy (C-1.4) states: The University will use inclusive language in all academic and administrative written and spoken communication. Please follow this policy when preparing your assessments.

Formatting and Presentation of Assessment 3 (Essay):

Type the question on your Student Information Cover Sheet or at the beginning of your essay.

Include a reference list. Include in-text references in the Chicago referencing style guide where appropriate.

Also, see general formatting requirements under the assessment summary table above.

Assessment Criteria for Assessment 3:

Research (relates to GQs 1, 2 & 3)

Comprehensive coverage reflecting engagement with set readings, text(s) and other relevant materials.

Critical evaluation of a variety of accounts and perspectives.

Supporting documentation for arguments – use of primary and scholarly secondary sources as evidence.

Analysis (GQs 1, 2, 3 & 6)

Strength of essay question developed

Capacity to analyse and discuss in answer to the question.

Strength of argument and engagement with concepts.
Creativity/depth of approach – originality of ideas.
Written communication (GQs 4, 5, 6)
Clarity of expression.
Use of inclusive language that is culturally sensitive.
Presentation & Organisation (GQs 4 & 6):
Essay structure – logical planning and sequence.
Overall presentation, including correct grammar, spelling and punctuation.
Proper acknowledgement of documentation and use of a bibliographic convention.

Graduate Qualities Addressed in Assessment 3:

1. Developing a body of knowledge – Essays encourage you to develop an extended research inquiry, evaluate your sources, and gather information as evidence for your arguments.
2. Lifelong Learning – in all Assessments you are given the opportunity to collect a body of knowledge, gain different perspectives and develop critical thinking and research skills that you can apply in the future to your chosen professions.
4. Working autonomously – The essay is an individual exercise.
5. Ethical action – Most of the questions are designed to encourage you to examine the social implications of Australia's history.
6. Communicating effectively – The Assessment asks you to effectively communicate your interpretation and knowledge in a written essay form, including setting a focus, providing a logical structure and developing an argument.
7. International perspectives – Some questions allow you to explore a moment in Australia's history in an international context, especially questions 2, 8 & 9.

Feedback:

The Assessment will be returned within 3 weeks of your submission through a Gradebook email.

Feedback on this Assessment will be provided on the Feedback Form, a copy of which is included at the back of this booklet.

Re-submissions

Re-submission is at the discretion of the Course Coordinator.

Course Coordinators may offer, or students may request, the opportunity to re-submit work which has been graded as Fail.

Where re-submission is agreed, the Course Coordinator or tutor will indicate what needs to be addressed and the date by when the assessment is to be resubmitted.

Applications for extensions for resubmissions will not be considered.

Re-marking

Re-marking can be requested by a student but is at the discretion of the Course Coordinator.

Course Coordinators will decide which of the following outcomes is the most appropriate and will notify the student in writing within five working days:

- o Arrange for a second assessor to re-mark the assessment. The second assessor's mark will be the final mark for a re-marked assessment.
- o Deny the request.

More information about Re-marking and Re-submission can be found in Section 5 of the Assessment Policies and Procedures Manual at: <http://www.unisa.edu.au/policies/manual/>

All Assessments must be submitted through Gradebook. Assessment and feedback will be sent by email within 3 weeks of the due date for the Assessment.

Feedback on this assessment will be provided on the Feedback form, a copy of which is included at the back of this booklet.

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Students who require variations or modifications to standard assessment arrangements should make contact with their Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Access and Inclusion for more information: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Marking process

MARKING PROCESS

Your Assessments will be marked by your tutor. A range of strategies have been put in place to ensure consistency of marking across tutors. These include;

Using feedback proformas to summarise feedback on your assessments.

If there is more than one marker for the course, a group of markers will meet with the course coordinator to moderate and compare the distribution of grades.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>. The Academic Integrity Module explains in more detail how students can work with integrity at the University: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Action from previous evaluations

Not Applicable

Unplanned learnonline outages (text version)

Over 24 hour outage. **Assessment** - 48 hour extension. **Examination**- Be mindful of outage when marking

Course Calendar

Study Period 2 - 2020

	Weeks	Topic	Assessment Details (Adelaide Time)
	17 - 23 February	Pre-teaching	
	24 February - 1 March	Pre-teaching	
1	02 - 8 March	Introduction to Colonial Australia	
2	09 - 15 March	Theory and Practice of Colonialism	
3	16 - 22 March	Aboriginal Histories and the 'History Wars'	
4	23 - 29 March	Convicts, Class and Colonialism	Review due 27 Mar 2020, 11:00 PM
5	30 March - 5 April	Gender and Colonial Australia	
6	06 - 12 April	Unpacking the Pioneer Legend	
	13 - 19 April	Mid-break	
	20 - 26 April	Mid-break	
7	27 April - 3 May	A Nation Builds: Invention, Modernisation and Urban Growth	Journal due 27 Apr 2020, 11:00 PM
8	04 - 10 May	A Fair Go: The Labour Movement and Women's Suffrage	
9	11 - 17 May	The Crimson thread: Towards Federation	
10	18 - 24 May	Australian Nationalism and a 'White' Australia	
	25 - 31 May	Swot-vac	
	01 - 7 June	Swot-vac	Research Essay due 05 Jun 2020, 11:00 PM
11	08 - 14 June		
12	15 - 21 June		
13	22 - 28 June		
14	29 June - 5 July		