MHPG849
Australian Historiography
S2 External 2014
Dept of Modern History, Politics & International Relations

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https://unitguides.mq.edu.au/unit_offerings/10235/unit_guide/print
General Information

Unit convenor and teaching staff
Unit Convenor
Mark Hearn
mark.hearn@mq.edu.au
Contact via mark.hearn@mq.edu.au

Credit points
4

Prerequisites
(12cp in MHIS or AHST or POL units at 300 level) or admission to MA in (History or Modern History) or PGDipArts in Modern History or PGCertArts in Modern History

Corequisites

Co-badged status
749/849

Unit description
This unit provides students with a comprehensive introduction to key themes in Australian historiography and cultivates critical research and teaching methodologies by revealing the constructed nature of historical practice and its relationship with crucial aspects of Australian experience – national identity and nation building, the experience of war, gender relations, and the treatment of Indigenous people.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Read and analyse different kinds of historical evidence, including visual and textual sources
2. Find, analyse and apply historical information (especially self-located research materials)
3. Communicate effectively in oral forms, and in a range of written forms
4. Engage effectively in group work with your peers; participate actively in group discussions
5. Understand the key historiographical debates in Australian history
6. Understand the broad ideologies and political or social movements that have helped to
shape historiographical debate in Australia

General Assessment Information

Submitting your assessment tasks

Please submit your diagnostic task and research essay via Turnitin.

**Online discussion and participation due:** Friday 14 November. Value: 20% **Note:** no work will accepted beyond Friday 14 November 2014

Writing your assessment tasks

Please consult the Department of Modern History’s webpage [http://www.modhist.mq.edu.au/essays.html](http://www.modhist.mq.edu.au/essays.html) for advice on writing essays in history. Pay particular attention to properly footnoting your essays.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diagnostic task</td>
<td>20%</td>
<td>Friday 22 August</td>
</tr>
<tr>
<td>2. Research essay</td>
<td>60%</td>
<td>Friday 3 October</td>
</tr>
<tr>
<td>Online participation</td>
<td>20%</td>
<td>Across semester</td>
</tr>
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1. Diagnostic task

**Due:** **Friday 22 August**  
**Weighting:** **20%**

**Diagnostic task:** 1000 words (**20% of assessment**)

This task is related to the first topic: ‘How have Australian historians helped shape the national story?’ Select one Australian historian from the list below and outline how that historian’s work has helped Australians either form or redefine a sense of national identity, and assess the response to their work - by academic critics and in the public sphere. Your assignment should be submitted via Turnitin.

Geoffrey Blainey  
C.M.H. (Manning) Clark  
Miriam Dixson  
Marilyn Lake  
Henry Reynolds  
Russel Ward
This Assessment Task relates to the following Learning Outcomes:

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms

2. Research essay

Due: **Friday 3 October**
Weighting: **60%**

Write a 3,000 word essay by selecting a question from one of the Topic One to Eight discussion questions. Consult the reading lists included in the Unit Guide under 'Delivery and Resources', but you should also conduct your own research and seek out other relevant readings. Please also consult the advice below on writing an essay in history. Your essay should be submitted via Turnitin.

This Assessment Task relates to the following Learning Outcomes:

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
- Understand the key historiographical debates in Australian history
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Online participation

Due: **Across semester**
Weighting: **20%**

The online discussion and participation task, undertaken through the iLearn Online Website, tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others, and your ability to clearly articulate your thoughts. It is also a task that monitors your progress across the unit topics. Each week you will find recommended discussion readings, but you may of course have to find alternatives if those recommendations are not available to you. Each topic reading list, which may be found in the Unit Guide under 'Delivery and Resources', includes a number of alternative readings.

This Assessment Task relates to the following Learning Outcomes:
• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse and apply historical information (especially self-located research materials)
• Engage effectively in group work with your peers; participate actively in group discussions
• Understand the key historiographical debates in Australian history
• Understand the broad ideologies and political or social movements that have helped to shape historiographical debate in Australia

Delivery and Resources

NOTE: This unit has an online presence. Login is via: https://ilearn.mq.edu.au/ Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. - For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help - For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info-guides.htm

Course Topics and Readings

Note: Below is a list of discussion topics and questions for your Unit Project. You should also conduct your own research and seek our other relevant readings. Students are required to cite at least 8 relevant books or journal articles in your essay discussion and in the bibliography. Web sites may be cited in addition to the books and articles minimum. PLEASE NUMBER THE PAGES OF YOUR ESSAY. Students must properly cite sources as per the guidelines found on the Department of Modern History website: http://www.modhist.mq.edu.au/essays.html

Topic One:
Welcome to Australian Historiography

Discussion Question: How have Australian historians helped shape the national story?

Discussion reading (PDF copy available to download from the MHPG849/MHIS749 web page in iLearn):


Topic Two:
The European settlement of Australia

How have historians assessed the nature of the nineteenth century European settlement of Austr...
Recommended discussion readings:

Alan Attwood, *The Europeans in Australia*


Other Readings:


Geoffrey Blainey, *Black Kettle and Full Moon*


Keith Hancock, *Australia*, Ernest Benn Ltd 1930.


Topic Three:

Frontier conflict in Nineteenth Century Australia

How have historians assessed the historical evidence of violence on the nineteenth century Australian frontier?

Recommended discussion readings:


Paul Daley, ‘Why does the Australian War Memorial ignore the frontier war?’ Guardian Australia, 12 September 2013

Other Readings:


Topic Four:
The federation of the Australian colonies

**Discussion Question:** How have historians assessed the federation of the Australian colonies in 1901, achieved despite strong forces of opposition?

**Recommended discussion readings:**

Patricia Grimshaw, ‘Federation as a turning point in Australian history’ *Australian Historical Studies*, 33:118, 2002, pp.25-41


**Other readings:**


**Topic Five:**

**Gender and the Australian Legend**

**Discussion Questions:** How has the historical debate over Russel Ward’s Australian legend developed since its publication in 1958? How has a feminist revision of the legend changed historical constructions of gender?

**Recommended discussion readings:**


Richard Nile (ed.), *The Australian Legend and Its Discontents*, University of Queensland Press, St. Lucia 2000


**Other readings:**


Graeme Davison, ‘Sydney and the Bush: an Urban Context for the Australian Legend’ *Historical Studies* Vol.18, no.71 October 1978


Susan Margarey, ‘History, Cultural Studies, and Another Look at First-Wave Feminism in Australia’, *Australian Historical Studies*, No.106 April 1996


Russel Ward ‘The Australian Legend Revisited’ *Historical Studies* Vol.18, no.71 October 1978


**Topic Six:**

**White Australia**

**Discussion Question:** How have historians assessed how White Australia has shaped Australia's identity?

**Recommended discussion readings:**


Richard White (eds.), *Cultural History in Australia*, University of New South Wales Press Kensington 2003.


**Other Readings:**


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**Topic Seven:**

The Anzac Legend

**Discussion Question:** How have historians assessed C.E.W.Bean’s representation of the motives and performance of the Australian soldier?

**Recommended discussion readings:**


Marilyn Lake et. al., *What’s Wrong with ANZAC?*, New South Books 2010.

Geoffrey Blainey, 'We weren't that dumb', (review of *What's Wrong with ANZAC?*) *The Australia n* 7 April 2010.

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**Other readings:**
Topic Eight:
The Cold War

Discussion Question: How have historians assessed the impact of the Cold War on Australian politics and society?

Recommended discussion readings:


David McKnight, ‘Rethinking Cold War History’, *Labour History*, No.95 November 2008.

John Murphy, *Imagining the fifties: private sentiment and political culture in Menzies’ Australia*, Pluto Press Sydney 2000.
Other readings:


Topic Nine:
The History Wars

Discussion Questions: Is Australian history ‘little more than a litany of sexism, racism and class warfare’ as former Prime Minister John Howard suggested? Can a narrative of suffering also be a story of progress?

Recommended discussion readings:

Other readings:
Graeme Davison, The Use and Abuse of Australian History, Allen and Unwin Sydney 2000
Ryan, Peter. "Is the uncivil war over?", *Quadrant* October 2006): 95(2)

**Topic Ten:**

**Postmodernism and Poststructuralism**

**Discussion Question:** Have postmodernism and poststructuralism degraded or invigorated Australian history writing?

**Recommended discussion readings:**


**Other readings:**


**Topic Eleven:**

**Reflections on the Historians’ purpose**

**Discussion Questions:** How successfully have Australian historians reconciled their ethical responsibilities with their desire to imaginatively construct a story? For your discussion, select one o
of the historians’ you’ve read from amongst the course topics.

Discussion reading (PDF copy available to download from the MHPG849/MHIS749 web page in iLearn):


Journals

Below is a list of journals which you may find useful. Please note that the list is comprehensive, although not exhaustive – there may well be other journals useful or relevant for your research essay. Discovery is a vital part of the research process.

*Aboriginal History*

*Australian Aboriginal Studies*

*Australian Cultural History*

*Australian Feminist Studies*

*Australian Historical Studies*

*Australian Journal of Political Science*

*Australian Quarterly*

*Environmental History*

*Environment and History*

*History Australia*

*Journal of Australian Colonial History*

*Journal of Australian Politics and History*

*Journal of Australian Studies*

*Journal of Religious History*

*Journal of the Royal Australian Historical Society*

*Labour History*

*Meanjin*

*Overland*

*Public History Review*

*Quadrant*
Unit Schedule

Course Program

Week One (beginning Monday 4 August): Welcome to Australian Historiography

Week Two (11 Aug): The European settlement of Australia

Week Three (18 Aug): Frontier conflict in Nineteenth Century Australia

Week Four (25 Aug): The federation of the Australian colonies

Week Five (1 September): Gender and the Australian Legend

Week Six (8 Sept): White Australia

Week Seven (15 Sept): Preparation of Unit Project

Mid-semester break (20 Sept – 6 Oct)

Week Eight (7 Oct): The Anzac Legend

Week Nine (13 Oct): The Cold War

Week Ten (20 Oct): The History Wars

Week Eleven (27 Oct): Postmodernism and Poststructuralism

Week Twelve (3 Nov): Reflections on the Historians’ purpose

Week Thirteen (10 Nov): Revision
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide
appropiate help with any issues that arise during their studies.

**IT Help**


When using the University’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
- Understand the key historiographical debates in Australian history
- Understand the broad ideologies and political or social movements that have helped to shape historiographical debate in Australia

**Assessment tasks**

- 1. Diagnostic task
- 2. Research essay
- Online participation

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Read and analyse different kinds of historical evidence, including visual and textual sources
sources

- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
- Understand the key historiographical debates in Australian history
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Assessment tasks

- 1. Diagnostic task
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- Online participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
- Understand the key historiographical debates in Australian history
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Assessment tasks

- 1. Diagnostic task
- 2. Research essay
- Online participation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:
Learning outcomes

• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse and apply historical information (especially self-located research materials)
• Communicate effectively in oral forms, and in a range of written forms
• Understand the key historiographical debates in Australian history
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Assessment tasks

• 1. Diagnostic task
• 2. Research essay
• Online participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• Read and analyse different kinds of historical evidence, including visual and textual sources
• Find, analyse and apply historical information (especially self-located research materials)
• Communicate effectively in oral forms, and in a range of written forms
• Understand the key historiographical debates in Australian history
• Understand the broad ideologies and political or social movements that have helped to shape historiographical debate in Australia

Assessment tasks

• 1. Diagnostic task
• 2. Research essay
• Online participation
PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Read and analyse different kinds of historical evidence, including visual and textual sources
- Find, analyse and apply historical information (especially self-located research materials)
- Communicate effectively in oral forms, and in a range of written forms
- Understand the key historiographical debates in Australian history
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**Assessment tasks**

- 1. Diagnostic task
- 2. Research essay
- Online participation