

Susan Lemar

# Australian History and Society: An Introduction 1788 - 2000

Section 1:  
1788 - 1850

kultur- und  
sozialwissenschaften

---

Das Werk ist urheberrechtlich geschützt. Die dadurch begründeten Rechte, insbesondere das Recht der Vervielfältigung und Verbreitung sowie der Übersetzung und des Nachdrucks, bleiben, auch bei nur auszugsweiser Verwertung, vorbehalten. Kein Teil des Werkes darf in irgendeiner Form (Druck, Fotokopie, Mikrofilm oder ein anderes Verfahren) ohne schriftliche Genehmigung der FernUniversität reproduziert oder unter Verwendung elektronischer Systeme verarbeitet, vervielfältigt oder verbreitet werden.

## **Australian History and Society: An Introduction 1788-2000**

### **Vorwort**

Das Lehrgebiet "Neuere Europäische und Außereuropäische Geschichte" an der FernUniversität Hagen ist in seinem Studienbriefangebot stark asienorientiert. Das drückt sich besonders im verpflichtenden Grundkurs "Neuzeitliches Asien" aus. Darüber hinaus haben wir jedoch die Möglichkeit geschaffen, in Hagen außereuropäische Geschichte auch global zu studieren. Als Wahlpflichtkurse stehen eine "Einführung in die afrikanische Geschichte", ein Überblick über die Geschichte des unabhängigen Lateinamerika und ein englischsprachiger Studienbrief über "Australian History and Society" zur Verfügung. Letzterer liegt vor Ihnen.

Die australische Historikerin Susan Lemar von der University of Adelaide hat zentrale Aspekte der - soweit sie durch europäische Transformation geprägt ist - kurzen Geschichte des Fünften Kontinents herausgegriffen und um diese herum ihre aus drei Kurseinheiten bestehende historische Einführung verfasst. Der Studienbrief hat den Charakter angloamerikanischer Lehrtexte, ist also gut lesbar und flüssig geschrieben und verzichtet auf einen umfangreichen Anmerkungsapparat. Das ändert nichts an seinem soliden und substantiellen Charakter und seiner sorgfältigen Erstellung. Dennoch sei der Hinweis gestattet, dass deutsche Historiker - auch in Hagen - in der Lehre Wert darauf legen, Zitiertechniken zu vermitteln und zu zeigen, wie die Herkunft von Informationen transparent gemacht werden kann. Näheres dazu können Sie unserem "Leitfaden zum Geschichtsstudium" entnehmen oder auf Präsenzveranstaltungen erfahren.

Neben vielem anderen zeichnet sich Susan Lemars Studienbrief dadurch aus, dass er an vielen Stellen Quellenmaterial in die Darstellung einbaut und Ihnen durch "Review Questions" ein Kontrollinstrument an die Hand gibt, mit dessen Hilfe Sie Ihren Lernerfolg überprüfen können. Wer zu diesen Fragen, aber auch zur Gesamthematik detailliertere Informationen wünscht, findet unter den Überschriften "Suggested Further Reading" und "Bibliography" weiterführende Literatur. Diese ist ausschließlich englischsprachig, was nicht nur damit zu tun hat, dass die Autorin des Studienbriefs Australierin ist, sondern auch mit dem wenig ausgeprägten Interesse deutscher Historiker an der Geschichte des Landes "down under". Ein Ausnahmefall ist Johannes H. Voigt, dessen 1988 in Stuttgart erschienene "Geschichte Australiens" zur parallelen Lektüre empfohlen sei.

Bei der Bearbeitung dieses und anderer Kurse zu Themen der außereuropäischen Geschichte ist es immer ratsam, einen Atlas griffbereit zu haben, um Schauplätze, Regionen oder Orte geografisch lokalisieren und sich damit ein besseres Bild von historischen Ereignissen machen zu können. Da es sich bei diesem Kurs um einen fremdsprachigen handelt, sollten Sie auch stets ein gutes Englisch-Deutsches Lexikon zur Verfügung haben. Allerdings ist es nicht immer erforderlich, jedes Wort in einem Satz in seiner genauen Bedeutung zu verstehen. Es kommt auf den Inhalt

und den Gedankengang an. Sollten Ihnen allerdings zentrale Begriffe unklar sein, ist die Konsultation des Wörterbuches unerlässlich.

Jede der drei Kurseinheiten bietet vielfältigen Stoff für schriftliche Hausarbeiten, und auch Prüfungsthemen lassen sich aus dem Studienbrief ableiten. Sollten Sie hierzu Fragen haben, wenden Sie sich bitte an das Lehrgebiet. Kursbetreuer ist Prof. Dr. Reinhard Wendt.

---

<b>Contents</b>	<b>Page</b>
<b>Acknowledgements</b>	<b>4</b>
<b>Preface</b>	<b>5</b>
<b>Suggested Preliminary Reading</b>	<b>7</b>
<b>General Histories</b>	<b>7</b>
<b>Using the Documents</b>	<b>8</b>
<b>Maps of Australia</b>	<b>10</b>
<b>Part 1</b>	<b>11</b>
1.1 Why Botany Bay?	11
1.2 Suggested Further Reading	24
1.3 Review Questions	25
1.4 Epilogue	25
<b>Part 2</b>	<b>26</b>
2.1 Race Relations in Colonial New South Wales	26
2.2 Suggested Further Reading	36
2.3 Review Questions	37
2.4 Epilogue	37
<b>Part 3</b>	<b>38</b>
3.1 Social Class in Early Colonial New South Wales	38
3.2 Suggested Further Reading	53
3.3 Review Questions	54
3.4 Epilogue	54
<b>Part 4</b>	<b>55</b>
4.1 The End of Transportation and the Beginning of Self-Government	55
4.2 Suggested Further Reading	67
4.3 Review Questions	67
4.4 Epilogue	67
<b>Bibliography</b>	<b>69</b>
<b>Glossary</b>	<b>70</b>

### **Acknowledgements**

In the compilation of this class letter liberal use has been made of material contained in W.P. Driscoll & E.S. Elphick, *Birth of a Nation*, Rigby, (Adelaide, 1974) and *Australia's Heritage: the making of a nation*, Paul Hamlyn Pty Ltd, (N.S.W., 1971). Unless otherwise specified the documents in *italics* have been taken from C.M.H. Clark, *Select Documents in Australian History 1788-1850*, Angus & Robertson, (London, 1975).

## Preface

This course traces some of the major social, political and economic influences in the development of the Australian nation and society since 1788 to the present. The movement from British convict outpost to self-governing colonies of the British Empire to Nationhood will be illustrated with focus on such themes as Australia's discovery, invasion and settlement; the impact of mass immigration; the nature and impact of Australia's rural industries and mineral wealth; urbanisation and national identity; the development of social reform movements; and the political and social consequences of Australia's involvement in war.

At the same time the course attempts to recognise the re-orientation in Australian historical discourse. Where once historians wrote of settlement, some now write of invasion; where once Australians drew on British ancestry, today they draw on a myriad of cultural backgrounds. Many modern approaches to Australian history attempt a reinterpretation of the past and feature issues that have been hitherto overlooked. For example, since the 1970s feminist historians have focused on the participation of women in Australia's history. Although cursory reference to the plight of the original inhabitants is not uncommon, the inclusion of Aboriginal historical issues in Australian historical studies is a relatively recent innovation. The rejection of the concept of *Terra Nullius* and acknowledgement of prior ownership of the land by Aboriginal people has forced a reinterpretation of Australia's past. Therefore, this course also acknowledges the shift in interpretation demanded by those groups who have been marginalised by the ethnocentric and celebratory nature of traditional approaches to Australian history.

Acknowledgement of the contribution of marginalised groups to Australia's historical record, commonly referred to as 'addressing silences', raises issues about power and powerlessness and demonstrates how 'categories of analysis' such as class, race and gender flow through broader themes of social relations, resistance and reconciliation. Therefore, this course will examine the relationship between all the groups, indigenous, transported, settler and native-born, who made up Australian society in the past. Using immigration as an umbrella this course highlights circumstances that have cut the path towards a multicultural society at different stages of Australia's development. The passage has been gradual and often troubled. The transformation from a *mono*-cultural to a *multi*-cultural society can only occur once past wrongs have been acknowledged and there is commitment to lessening the effects of discrimination, misunderstanding and ignorance throughout the Australian community.

At the beginning of the new millennium, Australian approaches a centenary of nationhood. The issues associated with this progress are the subject of this course. Learning about Australian history is a process of continual re-examination of the sources as new perspectives emerge. Furthermore, the conflicting

hypotheses demonstrate that Australian history is alive and subject to considerable and passionate historiographical debate. Therefore, this course is only a starting point from which students might be moved to look elsewhere for more detailed evidence about the issues and events that interest them. I hope you find the course useful and interesting, and be moved to look elsewhere for more detailed evidence about the things that interest you. If you have any comments or suggestions about the course I would be very happy to hear from you.

Susan Lemar

Department of History

University of Adelaide

[slemar@arts.adelaide.edu.au](mailto:slemar@arts.adelaide.edu.au)

2001.



***Suggested preliminary reading***

Mark Peel, *A Little History of Australia*, Melbourne University Press, (Melbourne, 1997).

***General Histories***

Geoffrey Blainey, *The Tyranny of Distance*, Sun Books, (Melbourne, 1966).

Geoffrey Blainey, *A Shorter History of Australia*, (Melbourne, 1994).

C.M.H. Clark, *A Short History of Australian* (4th revised edition), (Ringwood).

C.M.H. Clark, *Manning Clark's History of Australia*, abridged by Michael Cathcart, Melbourne University Press, (Melbourne, 1993).

Frank Crowley (ed.), *A New History of Australia*, William Heinemann, (Melbourne, 1974).

Stuart Macintyre, *The Oxford History of Australia*, Oxford University Press, (Melbourne, 1986).

John Molony, *The Penguin Bicentennial History of Australia: the story of 200 years*, (Ringwood, Victoria, 1987).

A.G.L. Shaw, *Convicts and Colonists: a study of penal transportation from Great Britain and Ireland to other parts of the British Empire*, (London, 1966).

Richard White, *Inventing Australia: Images and Identity, 1688-1980*, Allen & Unwin, (Sydney, 1981).

## Using the Documents

This course invites you to examine some primary sources or documents. The documents used in this part of the course emanate from government sources as well as personal accounts and are drawn from C.M.H. Clark's *Select Documents in Australian History 1788-1850*. When using primary material there are a number of things you should bear in mind. Firstly, the English language has changed over the last two hundred years. Some terms in Australian history are referred to in the glossary. However, sometimes the modern spelling of words may differ. For example, the word "risk" was once spelled "risque". You will need an adequate dictionary.

Secondly, from all sources the reader can get both information (what happened) and interpretation (why it happened, what it means). Ask yourself:

- What information can the reviewer get from the source? What information is withheld (absent, omitted)?
- What interpretation of events does the author of the document provide? Is this interpretation deliberate (intentional) or implicit (unintentional)?
- Can you confirm/corroborate or contradict by using other sources the information imparted by the document?
- How can knowledge of the historical context in which the document was produced help to extract information contained in the document and/or understand the interpretation/perspective of the author?

Thirdly, when dealing with primary sources, in many cases you will have to "read between the lines" as much important information will not be stated explicitly but can be extracted only by examining the document's historical context and the biases, preconceptions, and expectations of the author. Some things to consider when analysing the document are the following (this list is only a guideline):

- Where did the source come from (a dusty archive or library, or an edited and printed collection of documents)?
- When was the document written?
- What is the author/speaker's class background, their nationality, their political perspective, their gender, their religion.
- Why was it written?
- Who is the author's audience?
- Whose "voice" are we hearing? Is the author speaking for him/herself or on behalf of others.

- 
- What was the historical context in which the document was created?
  - How is it written? What style does the author use? What rhetorical devices are used? Are they effective?
  - What does the document say?
  - What doesn't it say?
  - Is the document accurate in what it does say? Does the author "blend" the truth? If so, why?
  - How can or should an historian use this document in order to understand the past?

Don't forget that this is only a guide. Don't be concerned if your documents don't provide answers to all of the questions.