1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. **Course Staff and Contact Details**  
**Course Convenor, lecturer and tutor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Charmaine Robson</th>
<th>Room</th>
<th>MB221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:charmaine.robson@unsw.edu.au">charmaine.robson@unsw.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>To be advised, or by appointment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Course Details**

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
</table>

**Course Description**  
This course examines Australia from the beginning of the twentieth century to the Rudd Apology in 2008. Twentieth century Australia was a period of vision and revisioning, a time of grand schemes and grand failures, and of intense questioning around notions of identity, place, race and nation. This course examines the events that Australians lived through and the issues that preoccupied them, their cultural lives and the myths, legends, visions and prejudices through which Australians imagined themselves and others. Major topics include: Federation, World War One, the Depression, World War Two, Immigration, the Cold War, Vietnam, Multiculturalism, Mabo, the Tampa and the Apology. These events become sites for analysing concepts of nation, the politics of race, ideologies of domesticity and the family, social movements, the impact of modernity, the cinema, the experience of the cities and the bush, and importantly, Australia's place in the region and the world.

**Learning Outcomes**

1. Demonstrate broad knowledge of Australian history since 1900, including an understanding of major events, how these impacted on and structured everyday life.

2. Identify and account for the shifts and transformations in Australian politics and society over the past century;

3. Develop a greater sensitivity about the diversity of the Australian experience;

4. Write an essay that demonstrates an argument based on historical evidence;

5. Develop skills in oral presentation, writing, interpretation and critical thinking.
## 3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/7</td>
<td>Australia enters the 20(^{th}) century</td>
<td>No tutorials this week</td>
<td></td>
</tr>
<tr>
<td>1/8</td>
<td>World War 1</td>
<td>The Chinese and White Australia</td>
<td>Fitzgerald; Couchman</td>
</tr>
<tr>
<td>8/8</td>
<td>The Great Depression</td>
<td>Anzac</td>
<td>Lake; Scates</td>
</tr>
<tr>
<td>15/8</td>
<td>Flappers, Mothers, Feminists</td>
<td>Depression Generation</td>
<td>Lowenstein; McCalman</td>
</tr>
<tr>
<td>22/8</td>
<td>‘Aboriginal Protection’</td>
<td>Sex and Babies</td>
<td>Bongiorno; Matthews; Wilson</td>
</tr>
<tr>
<td>29/8</td>
<td>WWII and Post-war Australia</td>
<td>Aborigines in White Australia</td>
<td>Haebich; Tucker; Chi</td>
</tr>
<tr>
<td>5/9</td>
<td>The 1950s and Menzies’ Australia</td>
<td>A United Australia?</td>
<td>Lake; Darian-Smith; SMH extract</td>
</tr>
<tr>
<td>12/9</td>
<td>All the Way with LBJ: Vietnam</td>
<td>British Loyalties</td>
<td>Horne; Connors</td>
</tr>
<tr>
<td>19/9</td>
<td>Environmentalism &amp; the Birth of Heritage</td>
<td>Freedom Rides/ The Referendum</td>
<td>Attwood &amp; Markus; Flick &amp; Goodall</td>
</tr>
<tr>
<td>26/9</td>
<td>MID-SEMESTER BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10</td>
<td>Multiculturalism</td>
<td>Women’s Lib</td>
<td>Margarey; Ryan</td>
</tr>
<tr>
<td>10/10</td>
<td>Mabo and the Apology</td>
<td>Multicultural nation?</td>
<td>Elder; Hage</td>
</tr>
<tr>
<td>17/10</td>
<td>TEST</td>
<td>Boat People</td>
<td>Mares; Nethery</td>
</tr>
<tr>
<td>24/10</td>
<td>No lectures this week</td>
<td>Living with Fire</td>
<td>Griffiths; Stanley</td>
</tr>
</tbody>
</table>
### Course Resources

#### Textbook Details
There is no textbook for this course. The essential readings will be available on Moodle, either as electronic links, or uploaded files.

For additional readings on each topic, an extensive reading list is provided under each week's tutorial topic from page 13 of this guide. Use these readings as starting points for your essays.

If you would like a useful reference book, you may want to look up any of the following:


#### Journals
These journals are useful resources for Australian History:
(There are many more – find them by searches of APAFT database)

<table>
<thead>
<tr>
<th>Aboriginal History</th>
<th>Australian Cultural History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Economic History Review</td>
<td>Australian Feminist Studies,</td>
</tr>
<tr>
<td>Australian Historical Studies</td>
<td>Australian Jnl of Politics and History</td>
</tr>
<tr>
<td>Australian Literary Studies,</td>
<td>Gender &amp; History</td>
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<tr>
<td>Hecate</td>
<td>History Australia</td>
</tr>
<tr>
<td>History Workshop</td>
<td>Island Magazine</td>
</tr>
<tr>
<td>Journal of Australian Studies</td>
<td>Journal of Religious History</td>
</tr>
<tr>
<td>Journal of Women's History</td>
<td>Labour History</td>
</tr>
<tr>
<td>Lilith</td>
<td>Meanjin</td>
</tr>
<tr>
<td>Overland</td>
<td>Southerly</td>
</tr>
<tr>
<td>Journal and Proceedings of the Royal Australian Historical Society</td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Readings


http://primoa.library.unsw.edu.au/UNSWS:SearchFirst:UNSW_ALMA51155919280001731


The following are some useful documentary histories, for primary source research:


### Websites

**State Library/Mitchell Library**, for references, digitised pictures and manuscripts


**National Library of Australia**: Many pictures online and searchable.


**The UNSW Library** also assists students’ research. A good starting point is at

[http://www.library.unsw.edu.au/servicesfor/students.html](http://www.library.unsw.edu.au/servicesfor/students.html)

The Library’s subject guide for Australian history is a useful tool for direction to appropriate databases and online references.

[http://subjectguides.library.unsw.edu.au/history/australian](http://subjectguides.library.unsw.edu.au/history/australian) Check it out.

### A note on websites and web-based research

Please note that websites are often not acceptable substitutes for print-based research. If you include web-based research, please use only those sites that are likely to contain reliable material, that is sites created by universities, libraries, archives and some government bodies, and electronic academic journals. The databases APAFT and Historical Abstracts are useful for researching academic journals and scholarly articles, which are often available as full text. As a general rule, no more than a quarter to a third of your references should be online sources. Reference websites properly, citing author, title, publisher, date as well as date visited. Do not simply list the website address, this will NOT be accepted. Please note that Wikipedia is not a valid source for an academic paper.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading evaluations</td>
<td>2000 words</td>
<td>20%</td>
<td>1,2,3,5</td>
<td>9th September 26th October</td>
<td>Yes</td>
</tr>
<tr>
<td>Research essay</td>
<td>3000 words</td>
<td>50%</td>
<td>1,2,3,4,5</td>
<td>5th October</td>
<td>Yes</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>5-10 minutes</td>
<td>10%</td>
<td>1,2,3,5</td>
<td>On date of assigned tutorial</td>
<td>No</td>
</tr>
<tr>
<td>*End of Session test</td>
<td>60 minutes</td>
<td>20%</td>
<td>1,2,3,4,5</td>
<td>9am, 19th October</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

A. Reading Evaluations.
DUE: I: 4pm, Friday 9th September
II: 4pm, Wednesday 26th October

Students will write an evaluation of four tutorial topics. Students are required to pick two topics from weeks 2 to 6 (due 9th September), and two topics from weeks 7 to 11 (due 26th October). Students can also use topics they have chosen to present for class discussion as one of their evaluation pieces.

Each evaluation should be no more than 500 words, making each of your two submissions 1000 words each. Please either select one of the tutorial paper questions outlined under the weekly tutorial topics for each week, making sure that the question you select allows you to address all the readings (some of the questions are specific to one reading only, so don’t choose these). Alternatively, you can write an evaluation of the readings, addressing where there are debates, for example, in interpretations of the history. The emphasis here is on your ability to address the essential readings, as well as provide your informed interpretation of the material.

You are expected to consult all of the essential readings. Please use the original source references when referring to the course kit readings - the course kit is not a publication. Please footnote your paper properly. A bibliography is not required for this exercise.

B. Major essay
DUE: 4pm, Wednesday 5 October

There is a list of essay questions on at the end of this course guide. You may also form an essay topic from the questions in the tutorial discussion of each week in this guide – if you do so, be sure to check it with me. Extensive reading lists are provided with each topic.

- All papers must be properly footnoted, and include a BIBLIOGRAPHY and a SYNOPSIS.
- The word length is 3000. This does not include footnotes, bibliography and synopsis.
- Essays must be typed and double-spaced. Leave a wide left margin for comments.

For information about referencing your essay, please see https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

More information on referencing and other essay writing guidelines can be found Moodle.

Researching a major essay

Students are strongly encouraged to develop a critical argument based on solid reading and analysis of both primary and secondary evidence, and to show how they have come to a particular conclusion from their research. You are expected to consult at least eight scholarly references, excluding websites (accessing articles from journals via the library database is fine). If you are using material from the tutorial readings, please use the original source references. There are reading lists for each weekly seminar topic for students to use as a guide to secondary sources, although these are not exhaustive!
NB: Use of some primary source documents, wide reading and historiographical context (assessing the different interpretations) is expected in a history research essay.

*Essays will be evaluated according to the initiative shown in locating relevant sources as well as on the quality of the argument, grasp of conceptual material and presentation of ideas. A marking criteria guide (rubric) for the essay will be available on Moodle.*

**C. Tutorial Presentation**

Besides research and writing, this course also gives you experience in debate and discussion and 10% of your mark is based on your presentation of one tutorial topic during the semester. You will be assessed on how well you have prepared and on BOTH the quality and extent of your contribution to the tutorials.

Regardless of whether you are presenting, **please make sure you read ALL the set material** in the Moodle folders (outlined in this guide below) for each tutorial. Think about the questions set out in this guide and make some notes.

**D. Class Test**

This will be a short test, of approximately 60 minutes duration, held in the final lecture for the session – Week 12. The test is the opportunity for you to demonstrate your grasp of, and engagement with, the material for the course.

There is no formal examination in this course.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment. Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the
Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin), which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty
calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

**Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

Australia 1901-2008 is a course that focuses on recent Australian history, in particular the issues, debates and events that continue to hold resonance for society and politics today. This assists students with understanding the importance of a historical approach to the world we live in. We seek to share research interests in this period and the incredible diversity of archival material for investigating Australia’s recent past: archival film and sound footage, photographs, original documents, documentaries and feature films, and power points. As this is a recent history of the country in which we are currently living, this course demands and encourages active engagement with the material, and thinking about how the past has shaped the present, and the ways the present continues to reshape the past.

This course runs as a weekly two-hour lecture and one-hour tutorial. Lectures deliver weekly content in a chronological and thematic fashion, and aim to be stimulating, lively and relevant. We create an active learning community in both lectures and tutorials. Tutorials are places where students are encouraged to discuss the readings that have been set each week. Moodle is used to provide students with resources where necessary.
7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where
applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

### 9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarising.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://student.unsw.edu.au/guide

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: [https://student.unsw.edu.au/disability](https://student.unsw.edu.au/disability)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
Week 1 No tutorial

Week 2 The Chinese and White Australia

Essential Reading
Sophie Couchman, ‘Making the “last Chinaman”: Photography and Chinese as a “vanishing” people in Australia’s rural local histories’, Australian Historical Studies, 42, 2011, 78-91


Discussion questions:
1. How were Chinese people represented in the sources analysed by Sophie Couchman?
2. According to Couchman, how did these images contribute to popular understandings in the twentieth century of Chinese society in Australia?
3. How are these understandings challenged in the article by John Fitzgerald?
4. What is his main argument?

Further reading:
Atkinson, David C., ‘The White Australia Policy, the British Empire and the World’, Britain and the World, v.8, no.2, 2015, 204-224
Burgmann, V. & Lee, J., A Most Valuable Acquisition, Fitzroy, McPhee Gribble/Penguin,1988
Evans, Raymond, 1901 - our future's past: documenting Australia's federation, Sydney, Macmillan, 1997
Ganter, Regina, Mixed Relations: Asian-Aboriginal Contact in North Australia, UWA Press, 2006
Jones, Paul, Chinese-Australian Journeys: records on travel, migration and settlement, 1860-1975, Canberra, National Archives of Australia, c2005 (guide for primary sources)
Jupp, James, Immigration, Oxford U.P., 1998, Ch.5 ‘Non-Europeans and White Australia’
Lake, M., ‘On being a white man, Australia, circa 1900, in Hsu-Ming Teo and Richard White (eds.), Cultural History in Australia, UNSW Press, 2003
Markus, Andrew, Australian Race Relations 1788-1993, St. Leonards, Allen & Unwin, 1994
Yarwood, A.T., Attitudes to Non-European Immigration, Stanmore, NSW, Cassell Australia, 1968 (and later editions)
Yarwood, A.T. & Knowling, M.J., Race Relations in Australia: a history, North Ryde, N.S.W., Methuen Australia, 1982

**Week 3 Anzac**

**Essential reading**

Marilyn Lake, ‘What have you done for your country?’, in Marilyn Lake and Henry Reynolds (eds), What’s Wrong with Anzac? The Militarisation of Australian History, New South Books, UNSW Press, 2010, 1-23


**Discussion questions**

1. What is the Anzac Legend?
2. Why did Anzac Day become sacred? What did it represent originally, and how has its meaning changed?
3. Reflect on how Anzac Day has become politicised in contemporary Australian society? What relevance does it have for national identity?
4. How do soldiers remember Anzac Day? How does the present influence memory and commemoration of the past?
5. How should the centenary in 2015 be commemorated, in your view?

**Further reading**

Lake & Reynolds (eds), What’s Wrong with Anzac? Other chapters at http://primoa.library.unsw.edu.au/UNSWS:SearchFirst:UNSW_ALMA51158444160001731


Bean, C.E.W., The Story of Anzac, Sydney, 1929


Broadbent, H., The Boys Who Came Home: Recollections of Gallipoli, Crows Nest, 1990


Cooper, A., 'Textual territories: gendered cultural politics and Australian representations of the war of 1914-1918', Australian Historical Studies, v.25, no. 100,1993


Damousi, J., The Labour Of Loss: Mourning, Memory And Wartime Bereavement In Australia, Cambridge, 1999


McKenna, M. & Ward, S., "It was really moving, mate": The Gallipoli pilgrimage and sentimental nationalism in Australia’, *Australian Historical Studies*, Vol. 38. No. 129, 2007: 141-151


Scates, Bruce, *Return to Gallipoli: Walking the Battlefields of the Great War*, Melb, 200


http://primoa.library.unsw.edu.au/UNSWS:SearchFirst:UNSW_ALMA51180951390001731


### Week 4 Depression Generation

**Essential reading**


**Discussion questions**

1. What do Wendy Lowenstein’s interviews tell us about how some Australians experienced the Great Depression? What is oral history? Is the collection of oral testimony from people who experienced the Depression first-hand important? What sorts of problems and insights do historians encounter when they use oral testimony?

2. What was the experience as revealed by Janet McCalman? Differences in gender, age, class?

3. “All history is the history of the present.” What stories do we tell to make the past more palatable or acceptable?

4. Were the Depression years happy days or humiliating days? Why might people see those times as better than today, despite the incredible hardship?

**Further reading**


Melbourne, 1998
Grimshaw, P. et al, (eds), *Creating a Nation*, Melbourne, Penguin, 1994, Ch 10
Mackinolty, J. (ed.), *The Wasted Years*, Sydney, 1982
Potts, D., 'A Reassessment of the Extent of Unemployment during the Great Depression', *Australian Historical Studies*, no 97, October 1991
Potts, D., 'A Positive Culture of Poverty', *Journal of Australian Studies*, no 26, May 1990
Scott, J. and Saunders K., 'Happy Days are Here Again?' *Journal of Australian Studies*, no. 32, Mar 1992, pp. 10-22
Wheatley, N, 'All the Same Boat?: Sydney's rich and poor in the great Depression', in V. Burgmann and J. Lee (eds.), *Making a Life: A people's history of Australia since 1788*, Melbourne, 1988

**WEEK 5  Sex and Babies**

**Essential reading**


Discussion questions
1. How did war transform men and women’s experience of sexuality, and ideas of masculinity and femininity in the interwar period?
2. Why were Australian women interested in reducing the number of children they had? What difference has this made to Australian society?
3. What was sex education about in the early twentieth century?
4. What are the implications of accounts like Jean Brett’s for the debate again being had on the subject of abortion in contemporary Australia?
5. A declining birth rate is a contemporary concern among some of today’s Australian politicians. Can you find any examples of modern day rhetoric that parallels the debates being had over 100 years ago?

Further reading
Coghlan, T.A., *Childbirth in New South Wales: A study in statistics*, Sydney, 1900
Davies, S., ‘Captives of their Bodies: Women, law and punishment, 1880s - 1930s’, in D. Kirkby (ed.), *Power and Justice*, Melbourne, 1995
Frances, R., ‘Sex Workers or Citizens? Prostitution and the shaping of settler society in Australia’, *International Review of Social History*, 44, 1999
Garton, S., ‘Sir Charles Mackeller: psychiatry, eugenics and child welfare in NSW’ in *Australian Historical Studies*, v. 22, no. 86, April 1986
Hicks, N., *This Sin and Scandal. Australia's population debate 1891 - 1911*, Canberra, 1978
Howe, R. and Swain, S., ‘Saving the Child and Punishing the Mother’ in R. Howe (ed.), *Women and the State*, Bundoora, 1993
Kingston, B., *My Wife, My Daughter and Poor Mary Anne*, Melbourne, 1975. See ch. 2
McCalman, J., *Sex and Suffering: Women’s Health and a Women’s Hospital*, Melb, 1998
Saunders, K. and Evans, R. (eds.), *Gender Relations in Australia*, Sydney, 1992, Ch 6 & 8
Warne, E., ‘Sex Education Debates and the Modest Mother in Australia, 1890s to 1930s’, *Women’s History Review*, 8 (2), 1999

Ruth Park’s novel *The Harp in the South* is a novel that explores the theme of abortion in inner city Surry Hills in the immediate post WWII period.

**WEEK 6 Aborigines In White Australia**

**Essential reading**

Anna Haebich, ‘Between Knowing and Not Knowing’: Public knowledge of the stolen generations*, Aboriginal History*, Vol. 25, 2001, 70-90


**Discussion questions**

1. What does the ‘stolen generations’ refer to? What difficulties did Aboriginal families face in the period 1901-1950?

2. What was the policy of Aboriginal Protection intended to do? What did it really mean? Raymond Gaita: Australians were “ignorant of the wrong done to Aborigines because, in racist ways, they were blind to their full humanity.” Discuss this in this context.

3. What is Haebich referring to when she discusses public blindness and practiced forgetfulness? How is this related to the notion of genocide?

4. How should we view this history now?

**Further reading**

Attwood, B, *Telling the Truth About Aboriginal History*, Crows Nest, 2005

Clare, M, *Karobran*, Sydney, 1978


McKenna, M., *Looking for Blackfellas’ Point*, Sydney, 2002

Miller, James, *Koori: A Will To Win. The Heroic Resistance, Survival and Triumph of Black*
Australia, Sydney, 1985
Read, Peter, A Rape of the Soul so Profound: The return of the Stolen Generations, Sydney, 1999
Reynolds, H., Nowhere People: How International Race Thinking Shaped Australia’s Identity, Penguin, Victoria, 2005
Shaw, B., Countrymen: The life histories of Four Aboriginal men as told to Bruce Shaw, Canberra, 1986

WEEK 7 A United Australia?

Essential Reading
Marilyn Lake
’Female Desires: The Meaning of World War Two’, in Joy Damousi et.al. (eds), Gender and War: Australians at War in the Twentieth Century, Cambridge University Press, 1995, 60-80
’Looking Home’, Sydney Morning Herald, 23 April, 2007

Discussion questions
1. To what extent did World War II prove to be a liberating experience, both economically and sexually, for Australian women? What sorts of transformations occurred in women’s sexuality?
2. Who were the targets of Australian middle class moralists? What causes did they champion?
3. Would you agree that the impact of American servicemen on Australian society was profound? In what ways?

Further reading
Campbell, R, Heroes and Lovers, Sydney 1989
Connors, L., Finch, L., et.al, (eds.), Australia’s Frontline: Remembering the 1939-45 War, St Lucia, 1993
Coulthard-Clark, C.D, No Australian Need Apply, Sydney 1988
Cusack, D. and James, F, Come in Spinner, London, 1957, (a postwar novel)
Inglis, K., ’At War’ in Australians 1938 - 88, Sydney, 1988
Lake, M., 'The War over Women's Work', in Verity Burgmann and Jenny Lee, (eds), A Most Valuable Acquisition, Melbourne, 1988
Robertson, J., Australia at War 1939-1945, Melbourne, 1980
Saunders, K. and Evans, R., (eds.), Gender Relations in Australia, Sydney, 1992, Ch18
Simic, Zora, 'A New Age?: Australian Feminism and the 1940s', Hecate, v. 32, no. 1, 2006: 152-172

Official War Histories: These give in close detail the history of the Australian forces in the various campaigns while the two volumes by Hasluck, P.M.C., The Government and the People 1939-1945 provide social and political details.

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**WEEK 8 The Queen And British Loyalties**

**Essential reading**

**Donald Horne**

*The Lucky Country: Australia in the Sixties*, Penguin, 1964, 81-95

**Jane Connors**


**Discussion questions**

1. What was the significance of the Queen's visit? What did the allegiance of politicians, the media and the Australian public to monarchy say about Australian notions of self and identity at this time?
2. How did ideas of Britishness inform Australian national identity during the 1950s and 1960s? How was this attachment read then and today?
3. Does it change your perception of the Donald Horne reading to know it was written in 1964? Why, how?
4. How does the dominant idea of nationhood express itself? What is Meaney's criticism of a teleological view of national history?

**Further reading**

Brett, Judith, *Robert Menzies' Forgotten People*, Sydney, 1992
Connors, Jane, 'The 1954 Royal Tour of Australia', *Australian Historical Studies*, 25 (100), April 1993: 371-382
Horne, Donald, The Australian People: Biography of a Nation, Sydney, 1972
McQueen, H., A New Britannia, Harmondsworth, 1976
Murphy, John, Imagining the Fifties: Private Sentiment and Political Culture in Menzies’ Australia, Pluto, Sydney, 2000
Souter, G., The Lion and the Kangaroo, Sydney, 1976 and 1992
Spearritt, Peter, 'Royal Progress: The Queen and her Australian Subjects', Australian Cultural History, Cambridge University Press, 1988
Ward, S., Australia and the British Embrace: the Demise of the Imperial Ideal, Melb, 2001
Ward, S, and Curran, J., The Unknown Nation: Australia After Empire, Melbourne, 2010

WEEK 9 Freedom Rides And The Referendum

Essential reading
Isabel Flick and Heather Goodall, Isabel Flick: The Many Lives of an Extraordinary Aboriginal woman, Allen and Unwin, 2004, 88-119

Discussion questions
1. There is enormous significance attributed to the 1967 referendum, but what did it actually achieve? What were the real changes proposed?
2. How has the referendum become mythologised in recent times? What and whose purposes does this myth serve?
3. What were/are Aboriginal perceptions of the referendum?
4. What other forms of Black protest occurred at this time? What were the demands and were they successful?
5. What is the Freedom Rides’ significance in Australian history?

Further reading
Attwood, Bain (ed.), In the Age of Mabo: History, Aborigines and Australia, Allen and Unwin Australia, 1996


Fletcher, Christine (ed.), *Aboriginal Self-Determination in Australia*, Aboriginal Studies Press, Canberra, 1994


Gilbert, Kevin, *Aboriginal Sovereignty: Justice, the Law and Land*, Burrambinga Books, Canberra, 1993


Martinez, Julia, ‘Problematising Aboriginal Nationalism’, *Aboriginal History*, No. 21, 1997

Miller, James, *Koori: A Will to Win*, Angus and Robertson, Sydney, 1985


Nancy Wills, *Give Me Back My Dreaming: Background to the Australian Aboriginal Claim to Land Rights*, Communist Arts Group, Lota Qld., 1982
WEEK 10  Women’s Lib

**Essential reading**

Susan Margarey


Lyndall Ryan


Extract from *Housekeeping Monthly*, 13 May, 1955

**Discussion questions**

1. What were the women libbers fighting for?
2. To what extent did the feminist movement in Australia reflect peculiarly Australian conditions, and to what extent were they part of international trends?
3. Discuss the women's liberation movement in the context of the late 1960s and 1970s era of protest in Australia.
4. Where is the feminist movement at today?

**Further reading**

Buchanan, R., ‘The home front: hostess, housewife and home in Olympic Melbourne’, *Journal of Australian Studies*, no. 72, 2002


Bail, Kathy (ed.), *DIY Feminism*, Allen and Unwin, Sydney, 1996


Curthoys, Ann, *For and Against Feminism*, Allen and Unwin, Sydney, 1988


Grimshaw, Pat, ‘Only the Chains Have Changed’, in Verity Burgmann and Jenny Lee,
WEEK 11 Multicultural Nation?

**Essential reading**

Catriona Elder  

Ghassan Hage  

‘Pauline Hanson’s Bitter Harvest’, *The Good Weekend*, November 30, 1996, 18-28

**Discussion questions**

1. What was the policy of multiculturalism?
2. Do you think the White Australia policy still had a presence in society at the end of the twentieth century? Why or why not?
3. What do the recent debates over refugees, multiculturalism and immigration say about Australian identity and attitudes?
4. What does ‘Australian values’ and being ‘unAustralian’ mean nowadays?

WEEK 12 Tampa And The Boat People

**Essential reading**

Peter Mares  
‘The Fifth Ripple: Australia’s Place in the Global Refugee Crisis’, *Inside Story*, 12 November 2009,  

Amy Nethery  
Discussion questions
1. What was the Tampa Affair and what did it reveal about the success of a politics of fear around questions of borders and security?
2. Discuss the rhetoric and practice of border protection and its implications. Can you identify links and differences with the past?
3. What is your opinion of the Howard government’s handling of refugees? What about the detention centres?
4. How much has changed?

Further reading
Brennan, Frank, Tampering With Asylum, University of QLD Press, 2003
Burke, A., In Fear of Security: Australia’s Invasion Anxiety, Pluto Press, and Sydney, 2001
Calwell, Arthur, Be Just and Fear Not, Rigby, Adelaide, 1978
Cook, Ian, Liberalism in Australia, OUP, Melbourne 1999
Jupp, James, Immigration, Sydney, University Press/OUP 1991
Lack, John & Templeton, Jacqueline, (eds.), Sources of Australian Immigration History, History Dept., University of Melbourne, 1988
Markus, Andrew, Australian Race Relations 1788-1993, Allen and Unwin, Sydney, 1994
Martin, Jeanie, ‘Multiculturalism And Its Critics’ in Roger Bell (ed.), Multicultural Societies; A Comparative Reader, Sable Publishing, Sydney, 1987, 121-133
Richards, Eric, Destination Australia: Migration to Australia Since 1901, Sydney, 2008
Viviani, Nancy, The Long Journey: Vietnamese Migration and Settlement in Australia, MUP, Melbourne, 1984


**WEEK 13  Living With Fire**

**Essential reading**

Tom Griffiths  

Peter Stanley  
‘Epilogue: Fire and an Australian Community’, *Black Saturday at Steels Creek*, Scribe, Brunswick, 2013, 228-243

**Discussion questions**
1. Have settler Australians learned to live with their environment?
2. What do fire and natural disasters teach us about history and memory?

**Extra reading**


Mackenzie, A.R., Environmental Change in Australia Since 1788, Melbourne UP, 2000

Research Essay questions

Choose a topic below, or modify a tutorial discussion question (if you do, run it by me first).

1. ‘White Australia … is the watchword or warcry of a tiny garrison which holds the long frontier of the white world in front of the multitudinous and expansive peoples of Asia.’ (George Arnold Wood, 1917). Discuss this comment. What hopes, ideologies and fears informed the ideal of a White Australia in the early decades of the twentieth century? Does it continue to resonate? How?

2. ‘Federation represented less the birth of a nation and the culmination of patriotic feeling, than a readjustment of colonial relations, a somewhat shabby deal among the colonies based on deep suspicions and self-interested maneuvering’ (Richard White, Inventing Australia, p.111). Discuss. Do you agree?

3. The 1920s are often referred to as the 'Roaring Twenties'. Why? Were they 'roaring' for all Australians? Was it a period of confidence or insecurity?

4. Discuss the scientific ideas about race and place current in Australia in the early twentieth century. What implications did these debates have for Aboriginal policy in Australia? How has this history been addressed in recent years?

5. What were the major campaigns waged by Australian feminists and women’s associations in the post-World War Two period? What factors and ideas shaped them and how successful were they? Did they represent the interests of all Australian women?

6. What kinds of ideas informed dominant expectations of women as ‘mothers of the race’ during the early decades of the twentieth century? Can you identify similar sentiments in more recent times?

7. ‘The personal is political’. How significant is this statement to an understanding of the emergence of the women’s movement/s since the late 1960s?

8. What shaped the awakening of Aboriginal political consciousness in the twentieth century? How did early campaigns of the 1920s and 1930s inform and/or differ from later political protest?

9. What did Mabo achieve? What has been its significance then and since?

10. ‘When they reflected on their lives in the 1940s and beyond, many old diggers used to wonder why capitalism in peace-time could not give them jobs, but capitalism in war-time could’. (Charlie Fox, Working Australia, p.133). Discuss, comparing government economic strategies in the Great Depression and World War II.

11. How did the Anzac myth conform to the reality of war for Australian soldiers in the two world wars? How did public glorification of war impact on the returned soldiers? How has it impacted in society since?

12. What were the principles, aims and objectives of Australia’s first immigration policy in the post - World War II era? How much was it informed by the ideology and principles of a White Australia?

13. To what extent can the Vietnam anti-war movement be credited with transforming Australian society and politics?

14. What was the significance of the Tampa affair? Discuss in relation to border protection, refugees and Australian notions of sovereignty.