School of Humanities and Languages

ARTS2271
AUSTRALIA 1901-2008: From Federation to the Apology

Semester 2, 2015

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Postwar Immigration poster
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor and lecturer</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Room</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Email</td>
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<tr>
<td>Consultation Time</td>
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</tbody>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<tbody>
<tr>
<td>Course Description</td>
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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.

<table>
<thead>
<tr>
<th>Course Aims</th>
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<tbody>
<tr>
<td>1. provide a critical overview of the events that Australians lived through and experienced in the twentieth century, the major issues that preoccupied them, and their cultural lives</td>
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<tr>
<td>2. revisioning of the myths, legends and the narratives that have come to define Australians' contemporary sense of nationhood, and</td>
</tr>
<tr>
<td>3. to encourage a deeper awareness of the differences and tension that exists between vision and actual experience.</td>
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<table>
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<tr>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>1. demonstrate broad knowledge of Australian history since 1900, including an understanding of major events, how these impacted on and structured everyday lives, and their cultural meanings then, and now;</td>
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<tr>
<td>2. identify and account for the shifts and transformations in Australian politics and society over the past century;</td>
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<tr>
<td>3. develop a greater sensitivity about the diversity of the Australian experience;</td>
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<tr>
<td>4. write an essay that demonstrates an argument based on historical evidence.</td>
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<tr>
<td>5. develop skills in oral presentation, writing, interpretation and critical thinking.</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes</th>
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</thead>
<tbody>
<tr>
<td>1. A sense of the fascination and rigour of historical enquiry through relating events to the widely varying contexts of the past</td>
</tr>
<tr>
<td>2. A nuanced understanding of perspectives on current issues and debates which draw on History’s distinctive capacity for exploring the nature of change over time. In so doing, students will be encouraged to engage in a dialogue</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

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 powerpoint.

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.

4. Teaching Strategies

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.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading evaluations x 4</td>
<td>2000 words</td>
<td>20%</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3</td>
<td>Monday and Monday</td>
</tr>
<tr>
<td>Research essay</td>
<td>3000 words</td>
<td>50%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3</td>
<td>Friday</td>
</tr>
<tr>
<td>Tutorial Presentation</td>
<td>5 minutes</td>
<td>10%</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3</td>
<td>Once each in semester</td>
</tr>
<tr>
<td>End of Session test</td>
<td>60-90 minutes</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 3</td>
<td>Friday</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full 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/)
A. Reading Evaluations.

DUE: I: 4pm, Monday 7 September  
II: 4pm, Monday 26 October

Students will write an evaluation of four tutorial topics. Students are required to pick two topics from Weeks 2 to 6 (due 7 September), and two weekly topics from weeks 7 to 11 (due 26 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, Friday 25 September.

There is a list of essay questions on page 25 of this course guide. Questions outlined in the tutorial discussion of each week in this guide are also available as essay topics, and I have included extensive reading lists with each topic. You are also welcome to devise your own topic. However when you have decided upon an essay question that is not already set by me, please run this past myself or your tutor first.

- 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.
- A detailed set of marking criteria appears on page 23 of this guide.

The Guide also sets out rules regarding essay submission and extensions.

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 references, excluding websites (accessing articles from journals via the library database is fine). If you are using material from the course kit, please use the original source references - the course kit is not a publication. There are reading lists for each weekly seminar topic for students to use as a guide to secondary sources, although these are not exhaustive!

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.
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. Please bring along one primary source relevant to your topic to present. The presentations should not last longer than 15 minutes, which means that if you are presenting with other class members you will have to work out between you how to manage the time. Collaboration with other class members for your presentation is also heartily welcomed.

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 mins 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. In the lecture slot in week 11, there will be a workshop in which students, working in small groups, will be given time to devise test questions that you think should be included in the final class test. If they are good, they will be included.

There is no formal examination in this course.

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 grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

All written assessments are to be submitted electronically via Turn It In on Moodle by 5pm of the due date. You still need a coversheet to confirm that the work is original. The Coversheet can be accessed via Moodle and/or downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. You can opt to submit your cover sheet in hard copy in class if you are unable to attach it to your assessment online.

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted by 5:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at:
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. 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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable
Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

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

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

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. 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
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.

In this course, it is unlikely that a class clash will be approved, as lectures are considered integral to the course.

9. 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 plagiarism.

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/. 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
10. Course Schedule

NB: Please refer to pages 13 to 25 for your tutorial readings for each week.

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/7</td>
<td>Australia enters the 20th century</td>
<td>No tutorials this week</td>
</tr>
<tr>
<td>3/8</td>
<td>World War I</td>
<td>Anzac</td>
</tr>
<tr>
<td>10/8</td>
<td>The Great Depression</td>
<td>Depression Generation</td>
</tr>
<tr>
<td>17/8</td>
<td>Flappers, Mothers, Feminists</td>
<td>Sex and Babies</td>
</tr>
<tr>
<td>24/8</td>
<td>‘Aboriginal Protection’</td>
<td>Aborigines in White Australia</td>
</tr>
<tr>
<td>31/8</td>
<td>WWII and Postwar Australia</td>
<td>A United Australia?</td>
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<tr>
<td>7/9</td>
<td>The 1950s and Menzies’ Australia</td>
<td>British Loyalties</td>
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<tr>
<td>14/9</td>
<td>All the Way with LBJ: Vietnam</td>
<td>Freedom Rides &amp; the Referendum</td>
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<tr>
<td>21/9</td>
<td>Environmentalism and the Birth of Heritage</td>
<td>Women's Lib</td>
</tr>
<tr>
<td>26/9 – 4/10</td>
<td>Mid- Semester Break</td>
<td></td>
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<tr>
<td>5/10</td>
<td>A Republic?</td>
<td>Multicultural Nation?</td>
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<tr>
<td>12/10</td>
<td>Mabo and the Apology</td>
<td>Boat People</td>
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<tr>
<td>19/10</td>
<td>TEST</td>
<td>Living with Fire</td>
</tr>
<tr>
<td>26/10</td>
<td>No lectures this week</td>
<td>The Twentieth Century</td>
</tr>
</tbody>
</table>
## 11. Course Resources

### 12. Course Resources

#### Textbook Details


Please note that each week’s topic also includes an extensive reading list, from page 13 of this guide. Use this as a starting point for your essays.

#### Journals

These journals are useful resources for Australian History:

<table>
<thead>
<tr>
<th>Journal</th>
<th>Series</th>
</tr>
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<tbody>
<tr>
<td>Aboriginal History</td>
<td>Arena (now Arena magazine)</td>
</tr>
<tr>
<td>Australian Book Review</td>
<td>Australian Cultural History</td>
</tr>
<tr>
<td>Australian Economic History Review</td>
<td>Australian Historical Studies</td>
</tr>
<tr>
<td>Australian Jnl of Politics and History Studies</td>
<td>Australian Literary</td>
</tr>
<tr>
<td>Gender &amp; History</td>
<td>History Workshop</td>
</tr>
<tr>
<td>History Australia</td>
<td>Island Magazine</td>
</tr>
<tr>
<td>Journal of Australian Studies</td>
<td></td>
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<tr>
<td>Journal of Women's History</td>
<td>Labour History</td>
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<tr>
<td>Southerly</td>
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<tr>
<td>Overland</td>
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</tbody>
</table>

#### Additional Readings


See also some useful documentary histories, for primary source research:


Fox, C. and Lake, M., (eds), _Australians at Work: commentaries and sources_, Vic, 1990.
Alomes, S. & Jones, C, (eds) _Australian Nationalism; A Documentary History_, North Ryde, 1991

**Websites**


Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

info.library.unsw.edu.au/web/services/services.html

There is also an online tutorial at
<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>, not compulsory, is a useful refresher for using the library for research purposes. Also, the Australian History subject guide
<http://info.library.unsw.edu.au/sshl/guides/austhist/austhistkey.html> is a useful tool for direction to appropriate databases and online references. 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 which are likely to contain reliable material, that is sites created by universities, libraries, archives and some government bodies, and electronic academic journals. I also find that the databases APAIS 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.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

http://info.library.unsw.edu.au/web/services/services.html

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**13. 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.

**14. 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
15. 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/complaints

16. 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 https://my.unsw.edu.au/student/atoz/ABC.html

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 https://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/special-consideration

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

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.
Please note: There are no tutorials in week one.

WEEK TWO
ANZAC

Essential readings


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?

Extra reading
NB: Due to this year's centenary of ANZAC, there are books and articles being published at a rapid rate. Please research these new additions to the historiography.

Other chapters in the collection edited by Henry Reynolds and Marilyn Lake What's Wrong with Anzac? At
Lake, Marilyn and Reynolds, Henry (eds), What’s Wrong with Anzac? The Militarisation of Australian History, New South Books, UNSW Press, 2010: various article
McKenna, Mark and Ward, Stuart, "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, 2007.
Thomson, A, Anzac Memories: Living with the Legend, Melbourne, 1994

WEEK 3
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?

Extra reading
Potts, D, *'A Reassessment of the Extent of Unemployment during the Great Depression*', AHS, no 97, October 1991.
Potts, D, *'A Positive Culture of Poverty’*, Journal of Australian Studies, no 26, May 1990,
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 4
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?

Extra reading
Allen, J, Sex and Secrets: Crimes involving Australian woman since 1880,Melb, 1990
Grimshaw, P., Lake, M, et. al., Creating a Nation, Melbourne, 1994, See Chapter 9
Hicks, N, This Sin and Scandal. 'Australia's population debate 1891 - 1911, Canb, 1978.
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 5
ABORIGINES IN WHITE AUSTRALIA

Essential reading

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?

Extra 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.
Shaw, B, Countrymen: The life histories of Four Aboriginal men as Told to Bruce Shaw, Canberra, 1986.

WEEK 6
A UNITED AUSTRALIA?

Essential Reading
‘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?

Extra reading
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.
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, Ch 18.
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.

WEEK 7
THE QUEEN AND BRITISH LOYALTIES

Essential reading

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?

Extra reading
Crawford, P. & Maddern, P (eds), Women as Australian Citizens: Underlying Histories, Melbourne, 2001
McQueen, H, A New Britannia, Harmondsworth, 1976.
Murphy, John, Imagining the Fifties: Private Sentiment and Political Culture in Menzies’ Australia, Pluto, Sydney, 2000.

WEEK 8
FREEDOM RIDES AND THE REFERENDUM

Essential reading

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?

Extra reading
Goodall, Heather, 'Cryin' out for Land Rights', in Verity Burgmann and Jenny Lee,
ARTS2271, Australia 1901-2008: From Federation to the Apology

Goot, Murray and Rowe, Tim, Divided Nation? Indigenous Affairs and the Imagined Public, Melbourne, 2007
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 9
WOMEN’S LIB

Essential reading


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?

Extra reading
Dowse, Sara, 'The Women's Movement's Fandango With The State: Some Thoughts on the Movement's Role in Public Policy Since 1972', Australian Quarterly, Vol. 54,
No. 4, 1982, pp 324-345.
Marilyn Lake, Getting Equal: A History of Australian Feminism, Allen and Unwin, 1999
Reade, Katy, ‘The Discourses of Crisis in the Women’s Liberation Movement and the Women’s Electoral Lobby In Melbourne in the late 1970’s. Lilith, No. 9, 1996

WEEK 10
MULTICULTURAL NATION?

Essential reading

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 11
TAMPA and the BOAT PEOPLE


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?

Extra reading

Cook, Ian, Liberalism in Australia, OUP, Melbourne 1999.
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 11
LIVING WITH FIRE

Essential reading
Peter Stanley, 'Epilogue: Fire and an Australian Community', *Black Saturday at Steels Creek* Scribe, Brunswick, 2013, 228-243. To be provided to the tutorial date.

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
Dovers, S, Australian Environmental History: Essays and Cases, Oxford UP, 1994
Mackenzie, AR, Environmental Change in Australia Since 1788, Melbourne UP, 2000

WEEK 12: TEST

WEEK 13: THINKING THE TWENTIETH CENTURY

An open discussion this week on the twentieth century and our course.
Research Essay questions

You can select one of the topics listed below, or devise your own topic. Or you might wish to modify one of the topics set out in the tutorial discussion questions. If you choose to create your own or use a tute discussion question, please run it by me first. NB: Use of some primary source documents, wide reading and historiographical context (assessing the different interpretations) is expected in a history research essay.

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 sorts of 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 1960's?

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.
A GUIDE TO MARKING CRITERIA IN UNSW HISTORY

High Distinction  85% +
An outstanding essay, excellent in every regard. A High Distinction essay shows flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A High Distinction essay shows the potential to undertake post-graduate studies in History.

Distinction  75%-84%
An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question convincingly and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

Credit  65%-74%
A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself within the relevant historiography. A credit essay demonstrates the potential to complete Honours work in history.

Pass  50%-64%
A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument, and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

Fail Under 50%
This is work of unacceptable standard for university study. It fails to answer the question and/or is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.