SCHOOL OF HUMANITIES AND LANGUAGES

ARTS2271

AUSTRALIA 1901-2008: FROM FEDERATION TO THE APOLOGY

SEMESTER TWO, 2013

COURSE DIRECTOR: DR RUTH BALINT
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## COURSE SCHEDULE

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<th>Date</th>
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<th>Tutorial topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/8</td>
<td>Australia enters the 20th century</td>
<td>No tutorials this week</td>
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<tr>
<td>Week 2</td>
<td>8/8</td>
<td>World War I</td>
<td>Anzac</td>
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<td>Week 3</td>
<td>15/8</td>
<td>The Great Depression</td>
<td>Depression Generation</td>
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<td>Week 4</td>
<td>22/8</td>
<td>Flappers, Mothers, Feminists</td>
<td>Sex and Babies</td>
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<td>Week 5</td>
<td>29/8</td>
<td>‘Aboriginal Protection’</td>
<td>Aborigines in White Australia</td>
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<td>Week 6</td>
<td>5/9</td>
<td>WWII and Postwar Australia</td>
<td>A United Australia?</td>
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<td>Week 7</td>
<td>12/9</td>
<td>The 1950s and Menzies’ Australia</td>
<td>British Loyalties</td>
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<td>Week 8</td>
<td>19/9</td>
<td>All the Way with LBJ: Vietnam</td>
<td>Freedom Rides &amp; the Referendum</td>
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<td>Week 9</td>
<td>26/9</td>
<td>Environmentalism and the Birth of Heritage</td>
<td>Women’s Lib</td>
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<td><strong>Mid- Semester Break</strong></td>
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<td><strong>28/9 to 6/10</strong></td>
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<td>Week 10</td>
<td>10/10</td>
<td>A Republic?</td>
<td>Multicultural Nation?</td>
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<td>Week 11</td>
<td>17/10</td>
<td>Mabo and the Apology</td>
<td>Boat People</td>
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<tr>
<td>Week 12</td>
<td>24/10</td>
<td>TEST</td>
<td>Living with Fire</td>
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<tr>
<td>Week 13</td>
<td>31/10</td>
<td>NO LECTURES THIS WEEK</td>
<td>The Twentieth Century.</td>
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</tbody>
</table>
COURSE CONVENOR AND LECTURER:
RUTH BALINT
Morven Brown 345
TEL: 9385 8278
EMAIL: r.balint@unsw.edu.au
Consultation time: Thursday 2-3 or by appointment.

COURSE TUTOR
Benjamin Jones.
Details to be advised.

COURSE DETAILS
Units of credit: 6
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.

COURSE AIMS
As the only course in twentieth century Australian history at the 200 level, this course will provide a broad historical survey of this period in Australian history. The aim is to:

- 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
- to facilitate a deeper understanding of the genesis and the revisioning of the myths, legends and the narratives that have come to define Australians' contemporary sense of nationhood, and
- to encourage a deeper awareness of the differences and tension that exists between vision and actual experience.

In this way, it builds on the first year Australian Legends and The Fatal Shore. As this is recent Australian history, this course gives students the opportunity to explore a wide range of primary sources to investigate the Australian experience and its representation.

STUDENT LEARNING OUTCOMES
At the completion of this course students will be able to:

- 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;
- identify and account for the shifts and transformations in Australian politics and society over the past century;
- develop a greater sensitivity about the diversity of the Australian experience;
- write an essay that demonstrates an argument based on historical evidence;
- develop skills in oral presentation, writing, interpretation and critical thinking.

LEARNING AND TEACHING STRATEGIES
We create an active learning community in both lectures and tutorials. The lectures aim to be stimulating, lively and relevant. I use a wide variety of media to convey material, including archival film and sound footage, photographs, original documents, documentaries and feature films, and powerpoint. Tutorials are places where students are encouraged to discuss the
readings that have been set each week. Blackboard is used to provide students with resources where necessary. 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.

Lectures and tutorials
Lectures are held in a two hour session on Thursdays 12-2 in CLB 5. Tutorials are weekly for one hour. Students are required to do the set readings, provided in the course kit available at the UNSW Bookshop, and to think about the questions offered in this course guide. Your active contribution to discussion is vital.

COURSE EVALUATION AND DEVELOPMENT
Student Feedback
Feedback on this course is welcome, and is gathered using the Course and Teaching Evaluation and Improvement (CATEI) process. Feedback, so far overwhelmingly positive for 2012 when I last taught this course, will be considered carefully with a view to acting on it constructively.

REFERENCES
Please purchase:
ARTS2271 Study Kit - available from the UNSW Bookshop. Copies are also lodged in UNSW Library – Special Reserve Collection.

There is no set text for this course, but if you would like to buy a useful reference book, these are recommended:

Further reading

See also the reference volumes of *Australians: A Historical Library*, 10 + Vols, Fairfax Syme and Weldon, Sydney, 1987-88.

*These are also some useful documentary histories, for primary source research:*
**Journals**

Students are advised to browse widely in history journals, but be aware that relevant material may also appear in journals of sociology, industrial relations, Australian studies, political science and women's studies. Journals are held in the library, and cannot be borrowed, but articles may be accessed online or photocopied:

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<tr>
<th>Journals</th>
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<tr>
<td>Aboriginal History</td>
<td>Arena (now Arena magazine)</td>
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<tr>
<td>Australian Book Review</td>
<td>Australian Cultural History</td>
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<tr>
<td>Australian Economic History Review</td>
<td>Australian Historical Studies</td>
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<td>Australian Jnl of Politics and History</td>
<td>Australian Literary Studies</td>
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<tr>
<td>Gender &amp; History</td>
<td>History Workshop</td>
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<td>History Australia</td>
<td>Island Magazine</td>
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<td>Journal and Proceedings of the Royal</td>
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<tr>
<td>Australian Historical Society</td>
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<td>Journal of Australian Studies</td>
<td>Journal of Religious History</td>
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<td>Journal of Women's History</td>
<td>Labour History</td>
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<tr>
<td>Southerly</td>
<td>Meanjin</td>
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<td>Overland</td>
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The *Australian Dictionary Of Biography*, which is a standard reference source for the nineteenth century, now includes six recent volumes covering the period 1891-1939.

**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](http://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](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](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](http://info.library.unsw.edu.au/web/services/services.html)
ASSESSMENT
For a final mark, all the assessment tasks must be completed.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Weekly Reading Evaluations</td>
<td>20%</td>
</tr>
<tr>
<td>B. Research Essay</td>
<td>50%</td>
</tr>
<tr>
<td>C. Tutorial Presentation</td>
<td>10%</td>
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<tr>
<td>D. End of Session Test</td>
<td>20%</td>
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These components are designed to both develop and assess students’ abilities and skills in research, analysis and writing, as well as their oral and discussion skills. Both oral and written components allow an appraisal of students’ level of engagement with conceptual, theoretical and historiographical themes and issues. The test is also to assess students’ attendance at lectures and understanding of lecture material.

A. Reading Evaluations.
DUE: I: 4pm, Friday, 13 September.
II: 4pm, Monday 28 October.

Students will write an evaluation of four tutorial topics. Students are required to pick two topics from Weeks 2 to 7 (due 13 September), and two weekly topics from weeks 8 to 12 (due 28 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 21 September.

There is a list of essay questions on page 22 of this course guide. Questions outlined in the tutorial discussion of each week in this guide are also available as essay topics. 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 Study Kits (see 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.

Assignment Submission
- The cut off time for all assignment submissions in the School is 4pm of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages on level 2 of Movern Brown, by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
- In addition, a soft copy must be sent through Moodle on Turnitin by 4pm on the due date.

Important Note
- Electronic copies emailed to turnitin will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment.

Assignment Collection
Assignments should be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.
Assignment Extensions
A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments
Assignments submitted after the due or extended date will incur a 5% penalty per day (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

ATTENDANCE
To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:
http://www.lc.unsw.edu.au/plagiarism/index.html

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW’s Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. Any OHS concerns should be raised with your immediate supervisor, the School’s OHS representative, or the Head of School. The OHS guidelines are available at:

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: http://www.studentequity.unsw.edu.au

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://my.unsw.edu.au/student/atoz/Complaints.html
OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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
TUTORIAL PROGRAM

Please note: There are no tutorials in week one.

WEEK TWO

ANZAC

Study kit

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

Extra reading
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

**WEEK 3**

**DEPRESSION GENERATION**

**Study kit**


**Discussion questions**

- 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?
- What was the experience as revealed by Janet McCalman? Differences in gender, age, class?
- “All history is the history of the present.” What stories do we tell to make the past more palatable or acceptable?
- 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.
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**

**Study kit**


**Discussion questions**

- How did war transform men and women's experience of sexuality, and ideas of masculinity and femininity in the interwar period?
- Why were Australian women interested in reducing the number of children they had? What difference has this made to Australian society?
- What was sex education about in the early twentieth century?
- What are the implications of accounts like Jean Brett’s for the debate again being had on the subject of abortion in contemporary Australia? 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**

Frances, R, 'Sex Workers or Citizens? Prostitution and the shaping of settler society in
Grimshaw, P., Lake, M, et. al., *Creating a Nation*, Melbourne, 1994, See Chapter 9
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**

**Study kit**

**Discussion questions**
- What does the ‘stolen generations’ refer to? What difficulties did Aboriginal families face in the period 1901-1950?
- 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.
- What is Haebich referring to when she discusses public blindness and practiced forgetfulness? How is this related to the notion of genocide?
- How should we view this history now?

**Extra reading**
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?

Study kit
Kate Darian-Smith, On the Home Front: Melbourne in Wartime, 1939-1945, Oxford University Press, 1990, 203-228; [144-160]
‘Looking Home’, Sydney Morning Herald, 23 April, 2007

Discussion questions
➢ 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?
➢ Who were the targets of Australian middle class moralists? What causes did they champion?
➢ 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
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.

**WEEK 7**

**THE QUEEN AND BRITISH LOYALTIES**

**Study kit**


**Discussion questions**

- 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?
- How did ideas of Britishness inform Australian national identity during the 1950s and 1960s? How was this attachment read then and today?
- Does it change your perception of the Donald Horne reading to know it was written in 1964? Why, how?
- How does the dominant idea of nationhood express itself? What is Meaney's criticism of a teleological view of national history?
Extra reading

WEEK 8
FREEDOM RIDES AND THE REFERENDUM

Study kit

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

Extra reading


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


**WEEK 9**

**WOMEN’S LIB**

**Study kit**


**Discussion questions**

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

**Extra reading**


WEEK 10
MULTICULTURAL NATION?

Study kit

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

WEEK 11
TAMPA and the BOAT PEOPLE


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

Study kit

Discussion questions
- Have settler Australians learned to live with their environment?
- 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
Readings to be advised.
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 agrees?

3. Select an aspect of modernisation in Australia (for example, art, literature, architecture, popular culture, technological development, economic development, domestic life). Did modernisation completely transform this aspect of Australian life? Was it embraced, feared or both? Why? By whom?

4. 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?

5. 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?

6. What were the major campaigns waged by Australian feminists and women’s associations in the postwar period? What factors and ideas shaped them and how successful were they? Did they represent the interests of all Australian women?

7. 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?

8. '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?

9. 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?

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

11. ‘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.

12. 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?

13. 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?

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

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