



Arts & Social  
Sciences

School of Humanities and Languages

## ARTS 2271

# AUSTRALIA 1901-2008: FROM FEDERATION TO THE APOLOGY



**SEMESTER TWO, 2014**

**COURSE DIRECTOR: DR RUTH BALINT**

**Welcome to this course.**

**IN THIS GUIDE YOU WILL FIND:**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Ruth Balint	Room	MB345
Phone	58278	Email	r.balint@unsw.edu.au
Consultation Time	Wednesday 3-4 or by appointment		
<b>Lecturer</b>			
Name	Jayne Persian	Room	MB353
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Consultation Time	Fridays 1 – 2 or by appointment		
<b>Tutors</b>			
Name	Jayne Persian	Room	TBA
Phone		Email	As above

2. Course Details	
Units of Credit (UoC)	6
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.
Course Aims	<ol style="list-style-type: none"> <li>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</li> <li>2. 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</li> <li>3. to encourage a deeper awareness of the differences and tension that exists between vision and actual experience.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>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;</li> <li>2. identify and account for the shifts and transformations in Australian politics and society over the past century;</li> <li>3. develop a greater sensitivity about the diversity of the Australian experience;</li> <li>4. write an essay that demonstrates an argument based on</li> </ol>

		historical evidence;
	5.	develop skills in oral presentation, writing, interpretation and critical thinking.
Graduate Attributes	1.	A sense of the fascination and rigour of historical enquiry through relating events to the widely varying contexts of the past
	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 between what is familiar from the present and the otherness of the past.
	3.	Informed analysis of the way in which we understand and construct the past and the way in which such understanding helps shape present identities.

### 3. 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.

### 4. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly reading evaluations x 4	2000 words	20	1, 2, 3, 5	1, 2,, 3	Monday 15/9 and Monday 20/10
Research essay	3000 words	50	1, 2, 3, 4, 5	1, 2, 3	Friday 26/9
Tutorial Presentation	5 minutes	10	1, 2, 3, 5	1, 2, 3	Once each in semester
End of Session test	60-90 minutes	20	1, 2, 3, 4, 5	2, 3.	Friday 24/10

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

#### A. Reading Evaluations.

DUE: I: 4pm, Monday 15 September  
II: 4pm, Monday 20 October.

Students will write an evaluation of four tutorial topics. Students are required to pick two topics from Weeks 2 to 7 (due 15 September), and two weekly topics from weeks 8 to 12 (due 20 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 26 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. 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.*

You should obtain a copy of the History School Essay Guide, and consult this for footnote and bibliography presentation, and the format for writing synopses. Alternatively, you can log on to the Learning Centre: <<http://www.lc.unsw.edu.au/onlib/refbib.html>>  
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.

### **Formal Examination**

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There is no formal examination for this course. Students are required to sit a test in the final lecture.

### **Grades**

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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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### **Submission of Assessment Tasks**

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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 before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### **Late Submission of Assignments**

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

## 5. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 6. 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: <http://www.lc.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>



**COURSE SCHEDULE****NB:** Please refer to pages 12 to 24 of this guide for all your tutorial readings.

<b>Week Commencing</b>	<b>Topic</b>	<b>Tutorial Topic</b>
28/7	Australia enters the 20 <sup>th</sup> century	No tutorials this week
4/8	World War I	Anzac
11/8	The Great Depression	Depression Generation
18/8	Flappers, Mothers, Feminists	Sex and Babies
25/8	‘Aboriginal Protection’	Aborigines in White Australia
1/9	WWII and Postwar Australia	A United Australia?
8/9	The 1950s and Menzies’ Australia	British Loyalties
15/9	All the Way with LBJ: Vietnam	Freedom Rides & the Referendum
22/9	Environmentalism and the Birth of Heritage	Women’s Lib
29/9 – 6/10	<b>Mid- Semester Break</b>	
7/10	A Republic?	Multicultural Nation?
13/10	Mabo and the Apology	Boat People
20/10	TEST	Living with Fire
27/10	No lectures this week	The Twentieth Century

## 7. Course Resources

### Textbook Details

There is no textbook for this course. A study kit is available from the UNSW Bookshop. Copies are also lodged in UNSW Library – Special Reserve Collection. If you would like a useful reference book, you may want to purchase Stuart Macintyre, *A Concise History of Australia*, Cambridge UP, 2004. Also, Stuart Macintyre, *The Succeeding Age*, Vol 4 of *Oxford History of Australia*, Melbourne, 1986; and Geoffrey Bolton, *The Middle Way 1942-1995*, Vol 5 of *Oxford History of Australia*, 1986.

### Journals

These journals are useful resources for Australian History:

<i>Aboriginal History</i>	<i>Arena</i> (now <i>Arena magazine</i> )
<i>Australian Book Review</i>	<i>Australian Cultural History</i>
<i>Australian Economic History Review</i>	<i>Australian Historical Studies</i>
<i>Australian Jnl of Politics and History</i>	<i>Australian Literary Studies</i>
<i>Gender &amp; History</i>	<i>History Workshop</i>
<i>History Australia</i>	<i>Island Magazine</i>
<i>Journal and Proceedings of the Royal Australian Historical Society</i>	
<i>Journal of Australian Studies</i>	<i>Journal of Religious History</i>
<i>Journal of Women's History</i>	<i>Labour History</i>
<i>Southerly</i>	<i>Meanjin</i>
<i>Overland</i>	

### Additional Readings

Burgmann, V. & Lee, J, *A People's History of Australia Since 1788*, 4 Vols, Vic, 1988.  
Clark, Anna and Paul Ashton (eds), *Australian History Now*, NewSouth Publishing, Kensington, 2013.

Day, D, *Claiming a Continent: A History of Australia*, Sydney, 1996

Elder, Catriona, *Being Australian: Narratives of National Identity*, Crows Nest, 2007.

Grimshaw, P., Lake, M. et.al, *Creating a Nation*, Penguin/McPhee Gribble, 1994.

Rickard, J, *Australia: A Cultural History*, Melbourne, 1988 (new edition 2000).

Waterhouse, R, *The Vision Splendid: A Social and Cultural History of Rural Australia*, Fremantle, 2005.

White, R, *Inventing Australia: Images and identity 1688 - 1980*, Sydney, 1981.

White, R. and Russell, P, *Memories and Dreams: Reflections on Twentieth Century Australia*, Sydney, 1997.

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:*

Attwood, B. and Markus, A., *The Struggle for Aboriginal Rights: A Documentary History*, Sydney, 1999.

Aveling, M. and Damousi, J., eds, *Stepping Out of History*, Sydney, 1993.

Crowley, F.K. ed, *A Documentary History of Australia*, Vol. 4, 1901-1939; Vol. 5, 1939-1970, Melbourne, 1978.

Allen, M., et al, (eds), *Fresh Evidence, New Witnesses*, Adelaide, 1989.

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

<http://www.sl.nsw.gov.au/using/search/> State Library/Mitchell Library: here you will find references, digitised pictures and manuscripts.

<http://www.nla.gov.au/catalogue/pictures/> National Library of Australia: many pictures online and searchable.

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> , 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>

## **8. 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. Feedback, so far overwhelmingly positive for 2012 and 2013 will be considered carefully with a view to acting on it constructively.

## **9. 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>

## **10. 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>

## **11. Other Information**

## **myUNSW**

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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**

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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**

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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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

## **Student Equity and Disabilities Unit**

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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

### Study kit

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.

Bruce Scates, 'Finding the Missing of Fromelles: When soldiers return', in Martin Crotty and Marina Larsson, (eds), *Anzac legacies: Australians and the Aftermath of War*, Australian Scholarly Publishing, Melbourne, 2010, 212-232.

### 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 the upcoming centenary of ANZAC, there are books and articles currently 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

<[http://searchfirst.library.unsw.edu.au/primo\\_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW\\_SFX2670000000033128%20%20%20%20%20](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_SFX2670000000033128%20%20%20%20%20)>

Andrews, E.M, *The Anzac Illusion*, Melbourne, 1993.

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

Beaumont, Joan, (ed), *Australia's War, 1914-1918*, Allen and Unwin, Sydney, 1995.

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

Cochrane, P, 'Legendary Proportions', *AHS*, vol 24, no 94, April 1990.

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

Damousi, J, 'Marching to Different Drums' in Saunders, K. and Evans, R. *Gender Relations in Australia*, Sydney, Harcourt Brace Jovanovich, 1992, pp. 350-75.

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

Damousi, Joy and Lake, Marilyn (eds), *Gender and War: Australians at War in the Twentieth Century*, Cambridge UP, Melbourne, 1995.

Davison, Graeme, 'The habit of commemoration and the revival of Anzac Day', *Australian Cultural History*, no. 22, 2003: 73-82.

Evans, R, *Loyalty and Disloyalty*, Sydney, 1987.

Gammage, W, *The Broken Years: Australian Soldiers in the Great War*, Canberra, 1974.

Garton, S, 'War and Masculinity in twentieth century Australia', *Journal of Australian*

Studies, no. 56, 1998: 86-95.

Garton, S, *The Costs of War: Australians Return*, Melbourne 1996.

Inglis, K, *Sacred Places: War Memorials in the Australian Landscape*, MUP 1998.

Lack, J., ed., *Anzac Remembered*, MUP, 1998.

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.

McKernan, M, *The Australian People and the Great War*, Melbourne, 1980.

Scates, Bruce, *Return to Gallipoli: Walking the Battlefields of the Great War*, Melb, 2007.

Thomson, A, *Anzac Memories: Living with the Legend*, Melbourne, 1994

White, Richard, *Inventing Australia: Images and Identity 1688 - 1980*, Allen and Unwin, 1981, 125-139.

### **WEEK 3 DEPRESSION GENERATION**

#### Study kit

Wendy Lowenstein, *Weevils in the Flour*, Scribe, 1983, 19-33.

Janet McCalman, *Struggletown: Portrait of an Australian Working-Class Community 1900 - 1965*, Penguin Books, 1984, 181-212.

#### Discussion questions

6. 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?
7. What was the experience as revealed by Janet McCalman? Differences in gender, age, class?
8. "All history is the history of the present." What stories do we tell to make the past more palatable or acceptable?
9. 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

Bolton, G, *A Fine Country to Starve In*, Perth, 1972.

Buckley, K. & Wheelwright, T., *False Paradise: Australian Capitalism Revisited 1915-1955*, Melbourne, 1998.

Darian-Smith, K. and Hamilton, P., *Memory and History in Twentieth Century Australia*, Sydney, 1994.

Fox, C, *Working Australia*, Sydney, 1991.

Frances, R, *The Politics of Work: Gender and Labour in Victoria 1880-1939*, Melb, 1993.

Garton, Stephen, *Out of Luck: Poor Australians and Social Welfare*, Sydney, 1990

Grimshaw, P. et al, (eds), *Creating a Nation*, Melbourne, 1994, Ch 10.

Karskens, G, 'Spinning Yarns: An Oral History of Working Life at Bonds Cotton Spinning Mill, Pendle Hill, 1923-1988', in J. Shields (ed.), *All Our Labours: Oral Histories*

- of Working Life in Twentieth Century Sydney, Sydney, 1992.
- Lowenstein, W. and Hills, T, Under the Hook: Melbourne Waterside Workers Remember 1900-1980, Melbourne, 1982.
- Macintyre, S, Winners and Losers: The Pursuit of Social Justice in Australian History, Sydney, 1985.
- Mackinolty, J. (ed.), The Wasted Years, Sydney, 1982.
- Moore, A, The Old Guard, 'Countrymindedness' and the Great Depression', Journal of Australian Studies, no 27, Nov 1990.
- 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,
- Scott, J. and Saunders K., 'Happy Days are Here Again?' Journal of Australian Studies, no. 32, Mar 1992, pp. 10-22.
- Spenceley, G, 'The Social History of the Depression of the 1930s on the Basis of Oral Accounts: People's history or bourgeois construction?', Journal of Australian Studies, no. 41, 1994, pp. 35 - 49.
- Shields, J (ed), All Our Labours : Oral Histories of Working Life in Twentieth Century Sydney, 1992.
- 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.
- Wilson, Rhonda (ed), Good Talk: The Extraordinary Lives of Ten Ordinary Australian Women, 1984, pp. 111 - 18.

## **WEEK 4**

### **SEX AND BABIES**

#### Study kit

- Frank Bongiorno, The Sex Lives of Australians: A History, Black Inc, Melb, 2012, 152-185.
- Jill Julius Matthews, Dance Hall and Picture Palace: Sydney's Romance with Modernity, Currency Press, Sydney, 2005, 63-95. [70-93]
- Rhonda Wilson (ed), 'Jean Brett' in Good Talk: The Extraordinary Lives of Ten Ordinary Australian Women, Penguin, 1984, 19 - 21.

#### Discussion questions

10. How did war transform men and women's experience of sexuality, and ideas of masculinity and femininity in the interwar period?
11. Why were Australian women interested in reducing the number of children they had? What difference has this made to Australian society?
12. What was sex education about in the early twentieth century?
13. What are the implications of accounts like Jean Brett's for the debate again being had on the subject of abortion in contemporary Australia?
14. 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

- Allen, J, 'Octavius Beale Re-considered...', in 1880-1939', in *What Rough Beast? The State and Social Order in Australian History*, Sydney, 1982
- Beale, O.C. *Racial Decay. A Compilation of Evidence from World Sources*, Sydney, 1910.
- Coghlan, T.A, *Childbirth in New South Wales: A study in statistics*, Sydney, 1900.
- Curthoys, A, 'Eugenics, Feminism and Birth Control: The case of Marion Piddington', *Hecate*, 15, (1), 1989.
- Davies, S, 'Captives of their Bodies: Women, law and punishment, 1880s - 1930s', in D. Kirkby, (ed), *Power and Justice*, Melbourne, 1995.
- Finch, L. & Stratton, J, 'The Australian Working Class and the Practice of Abortion 1880-1939', *Journal of Australian Studies*, 23 1988, pp. 45-64.
- Frances, R, 'Sex Workers or Citizens? Prostitution and the shaping of settler society in Australia', *International Review of Social History*, 44, 1999.
- Fraser, J.F, *Australia: The Making of a Nation*, London, 1910, (in particular Chs. 3 & 6).
- Garton, S, 'Sir Charles Mackellar: psychiatry, eugenics and child welfare in NSW' in *AHS*, vol 22, no 86, April 1986.
- 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.
- Howe, R. and Swain, S, 'Saving the Child and Punishing the Mother' in Howe, R., (ed.), *Women and the State*, Bundoora, 1993.
- Jackson H, 'Fertility decline in NSW: the Mackellar Royal Commission reconsidered', *AHS*, vol 23, no 92, 1989.
- 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.
- Matthews, J.J, *Good and Mad Women*, Sydney, 1984.
- Pringle, R, 'Octavius Beale and the Ideology of the Birth-Rate: The Royal Commissions of 1904 and 1905', *Refractory Girl*, No. 3, Winter, 1973.
- Reiger, K, *Our Bodies, Our Babies: the forgotten women's movement*, Melb, 2001.
- Reiger, K, *The Disenchantment of the Home: Modernising the Australian Family 1880-1940*, Oxford University Press, 1985.
- Saunders, K. and Evans, R., (eds), *Gender Relations in Australia*, Sydney, 1992, Ch 6 & 8.
- Siedlecky, S and Wyndham, D., *Populate and Perish*, Sydney 1990.
- 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

- Anna Haebich, 'Between Knowing and Not Knowing': Public knowledge of the stolen generations', *Aboriginal History*, Vol. 25, 2001, 70-90.
- Margaret Tucker, *If Everyone Cared*, Grosvenor Books, Melbourne, 1977, 73-96.
- Jimmy Chi, 'Acceptable Coon', in Brewster, A., et. al., (eds), *Those Who Remain Will Always Remember: An Anthology of Aboriginal writing*, 2000, p. 131.

#### Discussion questions

15. What does the 'stolen generations' refer to? What difficulties did Aboriginal families face in the period 1901-1950?



16. 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.
17. What is Haebich referring to when she discusses public blindness and practiced forgetfulness? How is this related to the notion of genocide?
18. How should we view this history now?

Extra reading

- Attwood, B, Telling the Truth About Aboriginal History, Crows Nest, 2005.
- Clare, M, Karoobran, Sydney, 1978
- Gilbert, K, Living Black, Melbourne, 1978.
- Haebich, A, Broken Circles: Fragmenting Indigenous families 1800-2000, Fremantle 2000.
- Haskins, V, 'The Apprenticing of Aboriginal Girls to Domestic Service in NSW: Eugenic preoccupations and the feminist response', in M. Crotty, et. al, (eds), 'A Race for Place': Eugenics, Darwinism & Social Thought & Practice in NSW, Newcastle 2000.
- Haskins, V, One Bright Spot, Palgrave, London, 2005.
- Horton, D., ed., The Encyclopaedia of Aboriginal Australia, Canberra, 1994.
- Huggins, J, 'Experiences of a Queensland Aboriginal Domestic Servant: Agnes Williams talk to Jackie Huggins', in Labour History, 61, 1991.
- Markus, A, Governing Savages, Sydney, 1990.
- Markus, A, Australian Race Relations, Sydney, 1994.
- May, D, Aboriginal Labour and the Cattle Industry, Cambridge, 1994.
- Matthews, J, The Two Worlds of Jimmie Barker: The Life of an Australian Aboriginal 1900-1972, as Told to Janet Mathews, Canberra, 1977.
- McGregor, R, Imagined Destinies: Aboriginal Australians and the Doomed Race Theory, 1880 - 1939, Melbourne, 1997.
- 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.
- Read, P., The Stolen Generations: The removal of Aboriginal children in NSW 1883 - 1969, Sydney, 1982.
- 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 6**

### **A UNITED AUSTRALIA?**

Study kit

- 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.
- 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

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

- Beaumont, Joan, *Australia's War, 1939-1945*, Allen and Unwin, Sydney, 1996.
- 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).
- Darian-Smith, K, *On the Home Front: Melbourne in Wartime 1939-1945*, Melb, 1990.
- Darian - Smith, K, 'War Stories: Remembering the Australian home front' in Darian Smith, K and Hamilton, P. (eds), *Memory and History in Twentieth Century Australia*, Melbourne, 1994.
- Gregory, J, (ed), *On the Homefront: Western Australia and World War II*, Nedlands, 1996.
- Inglis, K, 'At War' in *Australians 1938 - 88*, Sydney, 1988.
- Johnson, P, 'Gender, Class and Work: The Council for Equal Pay and the equal pay campaign in Australia during World War II', *Labour History*, 50, May 1986.
- Hall, R.A, *The Black Diggers*, Sydney, 1989.
- Lake, M, 'The War over Women's Work', in Verity Burgmann and Jenny Lee, (eds), *A Most Valuable Acquisition*, Melbourne, 1988.
- Reekie, G, 'Women's Responses to War Work in WA 1942-46', *Studies in WA History*, 7, 1983.
- Robertson, J, *Australia at War 1939-1945*, Melbourne, 1980.
- Saunders, K. and Evans, R., (eds), *Gender Relations in Australia*, Sydney, 1992, Ch 18.
- Saunders, K, 'Not For Them Battle Fatigues', *Journal of Australian Studies*, no 52, 1997.
- Simic, Zora, 'A New Age?: Australian Feminism and the 1940s', *Hecate*, v. 32, no. 1, 2006: 152-172.
- Walker, D, 'The Getting of Manhood', in P Spearritt and D Walker, (eds), *Australian Popular Culture*, Sydney, 1979.
- White, R, 'War and Australian Society', in M. McKernan and M. Browne, *Australia: Two Centuries of War and Peace*, Canberra, 1988.
- 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

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

Jane Connors, 'The 1954 Royal Tour of Australia', in Richard White and Penny Russell, (eds), *Memories and Dreams: Reflections on Twentieth Century Australia*, 1997, 172-185. [173-179]

Neville Meaney, 'Britishness and Australian Identity: The Problem of Nationalism in Australian History and Historiography', *Australian Historical Studies*, 116, 2001, 76-90.

#### 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

Alomes, S. *A Nation at Last? The changing character of Australian nationalism 1880-1988*, Sydney, 1988.

Birrell, R. *A Nation of Our Own: citizenship and nation - building in federation Australia*, Melbourne, 1995.

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.

Damousi, Joy, et al (eds), *Citizenship, Women and Social Justice: International Historic Perspectives* Parkville, 1999.

Crawford, P. & Maddern, P (eds), *Women as Australian Citizens: Underlying Histories*, Melbourne, 2001

Hirst, J, *The Sentimental Nation. The Making of the Australian Commonwealth*, Melbourne, 2000.

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.

Schreuder, D and Ward, S, (eds), *Australia's Empire*, Oxford, 2008: various chapters.

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 8 FREEDOM RIDES AND THE REFERENDUM**

#### Study kit

Bain Attwood & Andrew Markus, '(The) 1967 (Referendum) And All That: Narrative and myth, Aborigines and Australia', *AHS*, Vol. 29, No. 111, 1998, 267-288.

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?

### Extra reading

Aboriginal Self-Determination in Australia, Aboriginal Studies Press, Canberra, 1994.  
Attwood, Bain (ed.), *In the Age of Mabo: History, Aborigines and Australia*, Allen and Unwin Australia, 1996.

Attwood, Bain and Andrew Markus, *The Struggle for Aboriginal Rights: A Documentary History*, Allen and Unwin, Sydney, 1999 (A good source of primary documents).

Bandler, Faith, *Turning the Tide: A Personal History of the Federal Council for the Advancement of Aborigines and Torres Strait Islanders*, Aboriginal Studies Press, Canberra, 1989.

Broome, Richard, *Aboriginal Australians: Black Responses to White Dominance, 1788-2001*, Allen and Unwin, Sydney, 2002.

Brock, Peggy, *Words and Silences: Aboriginal Women, Politics and Land*, Allen and Unwin, Sydney, 2001.

Chesterman, John, 'Defending Australia's Reputation: How Indigenous Australians Won Civil Rights' *Historical Studies*, Part I, Vol. 32, No. 116, April 2001 and Part II Vol. 32, No. 117, October 2001.

Coombs, H.C., *Aboriginal Autonomy: Issues and Strategies*, CUP Melbourne, 1994.

Curthoys, Ann, *Freedom Ride: A Freedom Rider Remembers*, Allen and Unwin, Sydney, 2002.

Foley, Gary, 'Teaching Whites a Lesson', in Verity Burgmann and Jenny Lee, (eds), *Staining the Wattle: A People's History*, Penguin, Ringwood, 1988.

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

Goodall, Heather, *Invasion to Embassy: Land in Aboriginal Politics in New South Wales, 1770-1992*, Allen and Unwin, Sydney, 1996.

Goodall, Heather, 'Cryin' out for Land Rights', in Verity Burgmann and Jenny Lee, (eds), *Staining the Wattle: A People's History*, Penguin, Ringwood, 1988.

Goot, Murray and Rowse, Tim, *Divided Nation? Indigenous Affairs and the Imagined Public*, Melbourne, 2007

Goot, Murray and Rowse, Tim, (eds), *Make a Better Offer: The Politics of Mabo*, Pluto Press, Leichhardt, 1994.

Lake, Marilyn, 'Citizenship as Non-Discrimination: Acceptance or Assimilationism? Political Logic and Emotional Investment in Campaigns for Aboriginal Rights in Australia, 1940-1970', *Gender and History*, Vol. 13, No. 3, 2001.

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

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

Peterson, Nicholas and Sanders, Will, (eds), *Citizenship and Indigenous Australians:*

- Changing Conceptions and Possibilities, Cambridge University Press, 1998.
- Read, Peter, Charles Perkins: A Biography, Penguin, Ringwood Vic., 2001.
- Reynolds, Henry, Aboriginal Sovereignty: Reflections on Race, State and Nation, Allen and Unwin, Sydney, 1996.
- Robinson, S, 'The Aboriginal Embassy: An Account of the Protests of 1972', Aboriginal History, Vol.18, No.s 1-2, 1994.
- Riddett, Lyn, 'The Strike That Became a Land Rights Movement: A Southern "Do-gooder" Reflects on Wattie Creek, 1966-74', Labour History, No. 72, 1997, pp 50-65.
- 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**

#### Study kit

- Susan Margarey, '1970. When it Changed: The Beginnings of Women's Liberation in Australia', in Martin Crotty and David Andrew Roberts (eds), Turning Points in Australian History, UNSW Press, 2008, 184-197.
- Lyndall Ryan, 'Mother and Daughter Feminists, 1969-1973. Or, why didn't Edna Ryan join Women's Liberation?', Australian Feminist Studies, Vol. 19, No. 43, March 2004, 75-85.

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?

#### Extra reading

- Buchanan, R, 'The home front: hostess, housewife and home in Olympic Melbourne', Journal of Australian Studies, no. 72, 2002.
- Coombs, Anne, Sex and Anarchy: The life and death of the Sydney Push, Viking, Melbourne 1996, Ch. 14, pp 256-278.
- Bail, Kathy, (ed.), DIY Feminism, Allen and Unwin, Sydney, 1996.
- Bulbeck, Chilla, 'Hybrid Feminisms: The Australian Case', Journal of Women's History, Vol. 6, No. 3, 1994.
- Caine, Barbara & R. Pringle (eds), Transitions: New Australian Feminisms, Allen and Unwin, Sydney, 1995
- Curthoys, Ann, For and Against Feminism, Allen and Unwin, Sydney, 1988.
- 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.
- Eisenstein, Hester, Gender Shock: Practising Feminism on Two Continents, Allen and Unwin, Sydney, 1991.
- Eisenstein, Hester, Inside Agitators: Australian Femocrats and the State, Allen and Unwin, Sydney, 1996.
- Game, A and Pringle, R, 'Sexuality and the Suburban Dream', in White, R and Russell, P

- (eds), *Memories and Dreams: Reflections on 20th Century Australia*, Sydney, 1997.
- Grahame, E & J. Prichard, *Australian Feminist Organisations 1970-1985: A Research Guide From Feminist Publications*, Women's Studies Centre, University of Sydney, 1996.
- Greer, Germaine, *The Female Eunuch*, MacGibbon and Kee, London, 1970.
- Grieve, N. & A. Burns (eds), *Australian Women: Contemporary Feminist Thought*, Oxford University Press, Melbourne, 1994.
- Grimshaw, Pat, 'Only the Chains Have Changed', in Verity Burgmann and Jenny Lee, (eds), *Staining the Wattle: A People's History*, Penguin, Ringwood, 1988.
- Gunew, S. & A Yeatman (eds), *Feminism and the Politics of Difference*, Allen and Unwin, Sydney, 1993.
- Kaplan, Gisela, *The Meagre Harvest: the Australian Women's Movement 1950's-1990's*, Allen and Unwin, Sydney, 1996.
- 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
- Reade, Katy, 'Recognising and Constructing an Identity: The Beginnings of the Women's Liberation Movement in Melbourne', *Melbourne Historical Journal*, No. 24, 1996.
- Sawer, Marian, 'Reclaiming The State: Feminism, Liberalism and Social Liberalism', *Australian Journal of Politics and History*, Vol 40 (Special Issue), 1994.
- Summers, Anne, 'The Women's Electoral Lobby and the Women's Liberation Movement: Where's the women's movement going to?' in J. Mercer (ed.), *The Other Half*, Penguin, Ringwood Vic., 1975.
- Summers, Anne, *Ducks on the Pond: An Autobiography 1945-1976*, Viking, Melbourne 1999.

## **WEEK 10**

### **MULTICULTURAL NATION?**

#### Study kit

- Catriona Elder, *Being Australian: Narratives of National Identity*, Allen and Unwin, 2007, 131-146
- Ghassan Hage, *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Pluto Press, 1998, 15-26.
- 'Pauline Hanson's Bitter Harvest', *The Good Weekend*, November 20, 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 11**

### **TAMPA and the BOAT PEOPLE**

Peter Mares, 'The Fifth Ripple: Australia's Place in the Global Refugee Crisis', *Inside Story*, 12 November 2009, <http://inside.org.au/the-fifth-ripple-australias-role-in-the-global-refugee-crisis/>.

Amy Nethery, 'A Modern-Day Concentration Camp': Using History to Make Sense of Australian Immigration Detention Centres', In Gwenda Tavan and Klaus Neumann, (eds), *Does History Matter?: Making and Debating Citizenship, Immigration and Refugee Policy in Australia and New Zealand*, ANU E-Press, Canberra, 2009: 65-80.

### 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

Balint, R, *Troubled Waters: Borders, Boundaries and Possession in the Timor Sea*, Allen and Unwin, Sydney, 2005: ch. 7,8.

Brawley, Sean, *The White Peril: Foreign Relations and Asian Immigration to Australasia and North America, 1919-1978*, UNSW Press, Sydney 1995.

Brennan, Frank, *Tampering With Asylum*, University of QLD Press, 2003.

Burke, A, *In Fear of Security: Australia's Invasion Anxiety*, Pluto Press, Sydney, 2001

Calwell, Arthur, *Be Just and Fear Not*, Rigby, Adelaide, 1978.

Cook, Ian, *Liberalism in Australia*, OUP, Melbourne 1999.

Goldsworthy, David, *Facing North: A Century of Australian Engagement with Asia*, DFAT/Melbourne University Press, 2001.

Hage, Ghassan, *Against Paranoid Nationalism: Searching for Hope in a Shrinking Society*, Pluto Press, Sydney, 2003.

Jupp, James, *Immigration*, Sydney University Press/OUP, Sydney, 1991.

Jupp, James and Kabala, M. (eds), *The Politics of Australian Immigration*, AGPS, Canberra, 1993.

Jordens, Ann-Marie, *Redefining Australians: Immigration, Citizenship, and National Identity*, Hale and Iremonger, Sydney, 1995.

Lack, John, (ed.), *Bold Experiment: a Documentary History of Australian Immigration Since 1945*, Oxford University Press, Melbourne, 1995.

Lack, John & Templeton, Jacqueline, (eds), *Sources of Australian Immigration History*, History Dept., University of Melbourne, 1988.

MacCallum, Mungo, 'Girt By Sea: Australia, the Refugees and the Politics of Fear', *Quarterly Essay*, Vol. 5, 2002.

Markus, Andrew, *Race: John Howard and the Remaking of Australia*, Allen and Unwin, Sydney, 2001.

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, pp 121-133.

Meaney, Neville, 'The End of "White Australia" and Australia's Changing Perceptions of Asia', *Australian Journal of International Affairs*, Vol. 49, No. 2, 1995, pp 171-189.

Richards, Eric, *Destination Australia: Migration to Australia Since 1901*, Sydney, 2008.

Sherington, Geoffrey, *Australia's immigrants, 1788-1988*, Allen and Unwin, Sydney 1990.

Viviani, Nancy, *The Long Journey: Vietnamese Migration and Settlement in Australia*, MUP, Melbourne, 1984

Walker, David, *Anxious Nation: Australia and the Rise of Asia 1850-1939*, University of

Queensland Press, 1999.

Walsh, Kate, *The Changing Face of Australia: a Century of Immigration, 1901-2000*, Allen and Unwin, Sydney, 2001.

## **WEEK 11 LIVING WITH FIRE**

### Study kit

Tom Griffiths, 'An Unnatural Disaster? Remembering and Forgetting Bushfire', *History Australia*, Vol. 6, No. 2, 2009, 35.1-35.7.

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

Bonyhady, T, *The Colonial Earth*, Miegunyah Press, 2000

Cathcart, M, *The Water Dreamers: The Remarkable History of Our Dry Continent*, Text, 2009

Dovers, S, *Australian Environmental History: Essays and Cases*, Oxford UP, 1994

Dovers, S, *Environmental History and Policy: Still Settling Australia*, Oxford UP, 2000

Griffiths, T, *Forests of Ash: An Environmental History*, Cambridge UP, 2001

Mackenzie, AR, *Environmental Change in Australia Since 1788*, Melbourne UP, 2000

Tyrrell, I, *True Gardens of the Gods: Californian-Australian Environmental Reform*, Uni of California Press, 1999

## **WEEK 12: TEST**

## **WEEK 13: THINKING THE TWENTIETH CENTURY**

Readings and discussion 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 tutorial 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.