ARTS 2271

AUSTRALIA 1901-2008: FROM FEDERATION TO THE APOLOGY

SEMESTER TWO, 2014

COURSE DIRECTOR: DR RUTH BALINT
Welcome to this course.

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### 1. Course Staff and Contact Details

#### Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Ruth Balint</th>
<th>Room</th>
<th>MB345</th>
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<tbody>
<tr>
<td>Phone</td>
<td>58278</td>
<td>Email</td>
<td><a href="mailto:r.balint@unsw.edu.au">r.balint@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 3-4 or by appointment</td>
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#### Lecturer

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<tr>
<th>Name</th>
<th>Jayne Persian</th>
<th>Room</th>
<th>MB353</th>
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<tr>
<td>Phone</td>
<td>Please contact via email</td>
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<td><a href="mailto:j.persian@unsw.edu.au">j.persian@unsw.edu.au</a></td>
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#### Tutors

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<th>TBA</th>
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### 2. Course Details

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#### 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

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
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
3. to encourage a deeper awareness of the differences and tension that exists between vision and actual experience.

#### Student Learning Outcomes

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;
2. identify and account for the shifts and transformations in Australian politics and society over the past century;
3. develop a greater sensitivity about the diversity of the Australian experience;
4. write an essay that demonstrates an argument based on
### 5. Graduate Attributes

<table>
<thead>
<tr>
<th>Number</th>
<th>Attribute</th>
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<tbody>
<tr>
<td>1.</td>
<td>A sense of the fascination and rigour of historical enquiry through relating events to the widely varying contexts of the past.</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
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<tr>
<td>3.</td>
<td>Informed analysis of the way in which we understand and construct the past and the way in which such understanding helps shape present identities.</td>
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### 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

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

**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.

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

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

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

Submission of Assessment Tasks
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
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/](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:
### COURSE SCHEDULE

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

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

Textbook Details

Journals
These journals are useful resources for Australian History:
- Aboriginal History
- Australian Book Review
- Australian Economic History Review
- Australian Jnl of Politics and History
- Gender & History
- History Australia
- Journal and Proceedings of the Royal Australian Historical Society
- Journal of Australian Studies
- Journal of Women's History
- Southerly
- Overland

Additional Readings

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:

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)

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**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](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](https://my.unsw.edu.au/student/atoz/Complaints.html)

**11. Other Information**
myUNSW
myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS
UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

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

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

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

Student Equity and Disabilities Unit

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

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
Please note: There are no tutorials in week one.

WEEK TWO

ANZAC

Study kit

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.

Garton, S, ‘War and Masculinity in twentieth century Australia’, Journal of Australian
Lake, Marilyn and Reynolds, Henry (eds), What’s Wrong with Anzac? The Militarisation of Australian History, New South Books, UNSW Press, 2010: various article
Scates, Bruce, Return to Gallipoli: Walking the Battlefields of the Great War, Melb, 2007.
Thomson, A, Anzac Memories: Living with the Legend, Melbourne, 1994

WEEK 3

DEPRESSION GENERATION

Study kit

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
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
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
Grimshaw, P., Lake, M, et. al., Creating a Nation, Melbourne, 1994, See Chapter 9
Hicks, N, This Sin and Scandal. Australia's population debate 1891 - 1911, Canb, 1978.
Kingston, B, My Wife, My Daughter and Poor Mary Anne, Melbourne, 1975. See ch. 2.
McCalman, J, Sex and Suffering: Women’s Health and a Women’s Hospital, Melb, 1998.
Saunders, K, and Evans, R., (eds), Gender Relations in Australia, Sydney, 1992, Ch 6 & 8.
Warne, E, ‘Sex Education Debates and the Modest Mother in Australia, 1890s to 1930s’, Women's History Review, 8 (2), 1999.
Ruth Park’s novel The Harp in the South is a novel that explores the theme of abortion in inner city Surry Hills in the immediate post WWII period.

WEEK 5
ABORIGINES IN WHITE AUSTRALIA

Study kit

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, 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

1. To what extent did World War II prove to be a liberating experience, both economically and sexually, for Australian women? What sorts of transformations occurred in women's sexuality?

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

3. Would you agree that the impact of American servicemen on Australian society was profound? In what ways?

Extra reading
Connors, L., Finch, L., et.al, (eds), Australia's Frontline: Remembering the 1939-45 War, St Lucia, 1993
Robertson, J, Australia at War 1939-1945, Melbourne, 1980.
Saunders, K. and Evans, R., (eds), Gender Relations in Australia, Sydney, 1992, Ch 18.
Official War Histories: These give in close detail the history of the Australian forces in the various campaigns while the two volumes by Hasluck, P.M.C., The Government and the People 1939-1945 provide social and political details.

WEEK 7

THE QUEEN AND BRITISH LOYALTIES

Study kit


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
McQueen, H, A New Britannia, Harmondsworth, 1976.
Murphy, John, Imagining the Fifties: Private Sentiment and Political Culture in Menzies’ Australia, Pluto, Sydney, 2000.

WEEK 8
FREEDOM RIDES AND THE REFERENDUM

Study kit

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
Miller, James, Koori: A Will to Win, Angus and Robertson, Sydney, 1985.
Peterson, Nicholas and Sanders, Will, (eds), Citizenship and Indigenous Australians:
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


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
WEEK 10
MULTICULTURAL NATION?

Study kit

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

WEEK 11
TAMPA and the BOAT PEOPLE


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

Extra reading
Cook, Ian, Liberalism in Australia, OUP, Melbourne 1999.
Richards, Eric, Destination Australia: Migration to Australia Since 1901, Sydney, 2008.
Walker, David, Anxious Nation: Australia and the Rise of Asia 1850-1939, University of

**WEEK 11**

**LIVING WITH FIRE**

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

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

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

**WEEK 12: TEST**

**WEEK 13: THINKING THE TWENTIETH CENTURY**

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 tute discussion question, please run it by me first. NB: Use of some primary source documents, wide reading and historiographical context (assessing the different interpretations) is expected in a history research essay.

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

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

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

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

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

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

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

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

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

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

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

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

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

14. What was the significance of the Tampa affair? Discuss in relation to border protection, refugees and Australian notions of sovereignty.
A GUIDE TO MARKING CRITERIA IN UNSW HISTORY

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

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

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

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

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