HIST1020 - Australia in the Twentieth Century
Course Outline

Course Co-ordinator: Dr James Bennett
Room: MCLG21
Ph: 4921 5218 or (02) 4348 4057
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Email: j.bennett@newcastle.edu.au
Consultation hours: Tuesdays, 3-4 pm

Semester: Semester 2 - 2008
Unit Weighting: 10

Teaching Methods
Lecture
Tutorial

Brief Course Description
A survey of Australian history in the twentieth century. The main themes of social, economic and political history will be studied along with Australia's development of international relations. Students will have ample opportunity to specialise in areas of interest.

Contact Hours
Lecture for 2 hours per week for the full semester
Tutorial for 1 hour per week for 12 weeks

Learning Materials/Texts

Course Objectives
Students will be expected to: demonstrate an understanding of the key substantive issues in the history of Australian in the twentieth century, analyse documents and a variety of source materials, recognise the different themes, theories and methodologies in the study of history, synthesise sources in oral and written form.
**Course Content**
The course traces Australian history over the course of the twentieth century. The key themes will deal with the development of Australian society and culture, the main political issues, Australians at war on the home front and abroad, foreign affairs and defence policy. There will also be an assessment of major turning points in Australian history. Topics to be covered may include: the White Australia policy, the First World War and the ANZAC legend, the 1920s, the Great Depression, the Second World War, Postwar reconstruction and Australian industrialization, the Cold War and the Petrov affair, the Menzies years and atomic testing, decolonisation - Australia and Indonesia, Australian society in the sixties, protest and dissent, the Whitlam Government and its dismissal, Australia as an Asian nation.

**Assessment Items**

| Essays / Written Assignments | One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises, totalling 1,000 - 3,000 words, 50 - 75% |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 15 - 40 % |
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10% |
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester. |

**Assumed Knowledge**
None

**Callaghan Campus Timetable**

**HIST1020**

**AUSTRALIA IN THE TWENTIETH CENTURY**
Enquiries: School of Humanities and Social Science
Semester 2 - 2008

| Lecture and Tutorial | Tuesday 10:00 - 12:00 [GP2-1] Shared with HIST1901 |
| Lecture and Tutorial | Tuesday 13:00 - 14:00 [W308] Commencing Wk 2 |
| or Lecture and Tutorial | Tuesday 14:00 - 15:00 [GP1-30] Commencing Wk 2 s/w HIST1901 |
| or Lecture and Tutorial | Tuesday 16:00 - 17:00 [GP1-30] Commencing Wk 2 |

**Plagiarism**
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Marks and Grades Released During Term**

All marks and grades released during the semester are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty.

For semester 2 courses: 31 August 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional
circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

**Callaghan campus**

• Shortland Hub: Level 3, Shortland Union Building

• Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**

• Ourimbah Hub: Administration Building

*For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000*

**Faculty websites**

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

**Contact details**

**Callaghan, City and Port Macquarie**

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

**Ourimbah**

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students**

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**

Phone: 02 4348 4123

Fax: 02 4348 4145

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability
**Important Additional Information**

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Online submission:**
In this course, Students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

**Hard copy submission:** These assignments should be submitted in class and will be returned directly to you in class:
- Essay Plan
- Essay

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Hard copy submission:**
  - Staple the pages of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/

- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

Students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

- Essay Plan
- Essay

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.
There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,  
   a) whether there was a single marker, or  
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

Return of Assignments
Assignments in this course will either be marked online or returned in class, unless otherwise arranged. If required, students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style
In this course, it is required that you use the use the Chicago style referencing for referencing sources of information used in assignments. Please refer to the back of this guide for full details on how to reference using Chicago style. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.


Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
## COURSE OUTLINE

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<thead>
<tr>
<th>Week</th>
<th>Week Beginning</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21/07/2008</td>
<td>Introduction</td>
<td>No tutorials</td>
<td>Federation; 100 Years: The Australian Story (Ep. 1: Child of the Empire)</td>
</tr>
<tr>
<td>2</td>
<td>28/07/2008</td>
<td>Overview: State Experiments and Reinventions of the National Settlement Federation</td>
<td>Looking towards the new millenium</td>
<td>Federation; 100 Years: The Australian Story (Ep. 1: Child of the Empire); Gallipoli; The Front Line Experience; Gallipoli: The Fatal Shore</td>
</tr>
<tr>
<td>3</td>
<td>04/08/2008</td>
<td>Defenders of Empire Anzac and Australian masculinities</td>
<td>Australians abroad</td>
<td>100 Years: The Australian Story (Ep. 1: Child of the Empire); Gallipoli; The Front Line Experience; Gallipoli: The Fatal Shore</td>
</tr>
<tr>
<td>5</td>
<td>18/08/2008</td>
<td>Singapore and Kokoda War on the Home Front</td>
<td>Archives visit OR essay writing workshop</td>
<td>Kokoda: The Bloody Track; 100 Years: The Australian Story (Ep. 5: Farewell Great and Powerful Friends)</td>
</tr>
<tr>
<td>6</td>
<td>25/08/2008</td>
<td>Atomic Australia</td>
<td>Japanese spies in Newcastle</td>
<td>Backs to the Blast</td>
</tr>
<tr>
<td>7</td>
<td>01/09/2008</td>
<td>The Menzies Years The American alliance</td>
<td>Female desires and the Second World War</td>
<td>The Queen in Australia</td>
</tr>
<tr>
<td>8</td>
<td>08/09/2008</td>
<td>Vietnam and the End of Consensus</td>
<td>The 1954 Royal Tour</td>
<td>The Sharp End</td>
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<tr>
<td>9</td>
<td>15/09/2008</td>
<td>The Whitlam Government Australia and Indonesia</td>
<td>The Red Scare</td>
<td>The Dismissal</td>
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<tr>
<td>10</td>
<td>22/09/2008</td>
<td>From “White Australia” to Multiculturalism Post-war immigration</td>
<td>Social movements for change</td>
<td>Admission Impossible; 100 Years: The Australian Story (Ep. 2: Rise and Fall of White Australia); Ten Pound Poms</td>
</tr>
<tr>
<td>11</td>
<td>29/09/2008</td>
<td>Semester Recess:</td>
<td>Monday 29 September to Friday 10 October 2008</td>
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<tr>
<td>12</td>
<td>06/10/2008</td>
<td>Semester Recess:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13/10/2008</td>
<td>Aboriginal Histories</td>
<td>The ‘White Australia’</td>
<td>Lousy Little</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>20/10/2008</td>
<td>The Goodfella Missus: White women and Indigenous women</td>
<td>Policy</td>
<td>Sixpence; 100 Years: The Australian Story (Ep. 4: Unfinished Business)</td>
<td></td>
</tr>
<tr>
<td>20/10/2008</td>
<td>The End of Certainty From Whitlam to Keating</td>
<td>The 1967 Referendum</td>
<td>Labor in Power</td>
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</tr>
<tr>
<td>27/10/2008</td>
<td>Film and Australian History Review</td>
<td>The History wars: politics in history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/11/2008</td>
<td>Class test</td>
<td>No tutorials</td>
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</tbody>
</table>
Course Objectives and Skills
Welcome to this course.

Our goal is to provide you with a general introduction to twentieth-century Australian society and its people. Australia in the new millennium is a very different place from the group of separate, independent colonies which federated in 1901. Reviewing our history over the past hundred-plus years gives us a greater sense of our own identity as a nation and of our place in the world.

The course is structured thematically but also seeks to give you an understanding of change over time. It includes a discussion of major events in Australia’s history such as the two world wars and the 1930s economic depression, and also the history of various sectors of Australian society, such as Aboriginal people, women and migrants.

As it is a survey course it will introduce you to some of the main themes in social, economic and political history as well as some key issues in foreign relations. Not all historians view events in the same way. History is about debate and interpretation. It is concerned not only with what happened, but why and how things happened in the past, which are subject to interpretation. The narrative will differ, depending on who is writing or teaching it.

An important part of the course is to introduce you to skills that a historian needs and that can also be used in other fields which require the assimilation, assessment and presentation of information. These skills include:
- effective use of a library (to be discussed in lecture 1)
- reading accurately and critically (to be discussed in tutorial week 2)
- recognising the argument a particular historian is putting forward (to be discussed in tutorial week 2)
- appropriate and accurate referencing of ideas in footnotes/endnotes and bibliographies (to be discussed in tutorial week 2)
- distinguishing between primary and secondary sources (to be discussed in tutorial week 3)
- taking notes (from lectures, books and articles, to be discussed in tutorial week 3)
- developing effective writing skills together with the ability to present an argument (to be discussed in tutorial week 3).

Promoting these skills is an important aim of the tutorials. It is important that you read the allocated reading for each tutorial prior to coming to the tutorial. These readings will also help you with your essay writing. In tutorials we seek to help you to gain confidence in speaking in an academic environment, and we strive to keep tutorial discussions informal and lively.

Coursework Requirements and Assessment

Lectures
Lectures will be held on Tuesdays from 10-12 in lecture theatre GP2-1. Students are strongly encouraged to attend lectures. While summaries will appear on Blackboard for the benefit all those enrolled in the course, there will be no detailed lecture notes posted on the Blackboard site after lectures. There is no substitute for being at a lecture.

Tutorials
Tutorials, held weeks 2-13 inclusive, are obligatory.

Irregular attendance (more than two missed tutorials) can lead to a fail in the course.
Absence: you are required to provide a short written summary, which answers the questions posed for the missed tutorial.
Preparation: Readings for tutorials are in the Book of Readings. You are required to prepare for the tutorial by reading and thinking about the relevant material provided using the questions provided as a focus for your reading. It is recommended that you jot down notes in the reader or on blank paper. You will be asked to identify key points/questions arising from the readings including the key argument of the author.

**Assessment Summary**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word length/Time</th>
<th>Due date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay plan</td>
<td>500 words</td>
<td>Tues. 26 August</td>
<td>10%</td>
</tr>
<tr>
<td>Essay</td>
<td>2000 words</td>
<td>Tues. 23 September</td>
<td>45%</td>
</tr>
<tr>
<td>Class test</td>
<td>Same lecture time and venue</td>
<td>Tues. 3 November</td>
<td>25%</td>
</tr>
<tr>
<td>Tutorial quiz</td>
<td>Quizzes are offered in weeks 4, 7, and 9</td>
<td>Written in final 15-20 minutes of tutorial</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>NA</td>
<td>Throughout the course</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Assignment 1: Essay Plan (500 words): Due 26 August**
The essay plan is designed to prepare you for the major piece of coursework, the 2000 word essay. It is expected that you will use the feedback given by markers to improve the quality of your essay. The essay plan must present a synopsis or summary of the argument you intend to make in your essay. It should also include a bibliography which you will consult in researching your topic. This bibliography must contain some additional sources to those listed in the guide for your topic and should include at least one journal article or primary source where appropriate. The 500 word limit includes the bibliography. Make sure you indicate clearly which essay question your plan is addressing. Follow the referencing guidelines at the back of this guide to ensure that your bibliography is accurately referenced. If you intend to use a particular chapter from an edited/multi-authored collection, make sure you indicate this in the bibliography.

**Assignment 2: Essay (2000 words): Due 23 September**
The essay is an opportunity for you to apply the skills you have developed throughout the course. You must choose ONE question and submit an essay of approximately 2000 words (note, the essay must be no less than 1800 and no more than 2200 words otherwise you will have marks deducted). Essay writing is a core skill in History and this is why it is given emphasis. Essay questions, based on both lectures and tutorials, are located in the back of the Course Guide but you are also welcome to negotiate a topic with me if you have a particular interest in an aspect of the course. To avoid a shortage of texts key monographs have been placed in the Short Loans section in Auchmuty or on 3 day loan. These are marked in the Course Guide [R] and [R3], respectively. The use of internet sources, other than government archival sites is, not recommended.

**Tutorial Participation**
You will be assessed on your preparation for tutorials and the quality of your contribution throughout the semester. It is therefore important that you prepare for each tutorial through careful reading, taking notes where appropriate, using the questions listed as a focus for your reading, and actively engaging in tutorial discussion informed by your reading.

**Tutorial Quiz: Weeks 4, 7 and 9**
In weeks 4, 7 and 9 of the course a tutorial quiz will be offered based on questions listed in the guide for that week’s reading. One question will be selected and you are required to give a written
answer in the final 15 to 20 minutes of the tutorial. You are only required to submit ONE tutorial quiz answer during the course. You are, however, permitted to answer two quizzes if you would like to improve your mark for this assessment item. *The lower of the two marks received will not count toward assessment.*

**Class Test (50 minutes): 3 November**
The final piece of coursework is the class test on 3 November. It is important that you attend the test, which will be held during the normal lecture hour. Further details will be provided during the semester.

**Preparation and Submission of Essays and Assignments**
As well as submitting a hard copy of your essay for marking you will need to submit it via the essay button on the course Blackboard site. Submission of your essays will also generate a Turnitin originality report. You will be able to submit your essays electronically as many times as you need up until the due time and date indicated above. Essays should be submitted in class. Please note that you are urged to always keep a backup copy of all your work.

**Blackboard**
The course Blackboard site is an important resource for this course. It allows for communication between the course coordinator, tutors and students. At the very least you will need to visit Blackboard every week during semester, preferably before lectures. Please note that the site is designed not only to communicate with each other and as the place where you will submit and retrieve your essays but as a resource for helping you in the course and in your university career.

**Referencing/Bibliography**
Your essays should be your own work and particular attention must be paid to the requirements of Chicago referencing in all written work. Note the Universities Policies, Procedures & General Information at the beginning of the Course Outline.

**Late penalty for written work**
Submission of late essays carries a penalty of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late unless a request for consideration on the grounds of illness or misadventure has been received in advance of the due date (not on the day or the day before!) Note – no written work will be accepted after week 14, unless an extension has been granted. Note Note the Universities Policies, Procedures & General Information at the beginning of the Course Outline.

**IF YOU ARE HAVING ANY PROBLEMS, IN RELATION TO THE COURSE, PLEASE ENSURE YOU CONTACT THE COURSE COORDINATOR**
Some Sources of Use for the Study of Australian History:

►► Important Information

### COURSE TEXTBOOK

You are expected to buy the HIST 1020 Australia in the Twentieth Century 2008 Tutorial Reader.

I also strongly recommend that you purchase one of the following short histories and read it throughout the course. Of the following three, *A Concise History of Australia* includes coverage of the entire 20th century in one volume, and is therefore from a price point of view the best purchase. The third edition also has the advantage that it is recently published. Copies should be available in the Campus Bookshop and in the library on short loan (if you do not want to purchase your own copy), and it is likely you will find a copy in the numerous second hand book shops in the city and suburbs.


#### Single volume histories


University of Newcastle libraries: Auchmuty (Callaghan Campus), Huxley (Callaghan), IRC (Ourimbah Campus).

- Monographs (books) which are listed in Newcat (the on-line library catalogue) by subject, author and title. If the title is only available at Ourimbah or another library, use the on-line request service.

- Journals are also listed. In Australian history the main journals include:
Aboriginal History
Australian Cultural History
Australian Economic History Review
Australian Feminist Studies
Australian Journal of Politics and History
Australian Historical Studies
Australian Journal of International Affairs (known as Australian Outlook)
Journal of Australian Studies
Labour History
Journal of the Royal Australian Historical Society
Teaching History
The Electronic Journal of Australian and New Zealand History
http://www.jcu.edu.au/aff/history/

Databases and Indices
To find articles in these journals, use an index such as Historical Abstracts or database such as the Australian Public Affairs Information Service (APAIS). The bibliography volume of Australians, A Historical Library called ‘Sources’ is set out by topic and contains pre-1980 articles that are not on on-line databases.

The Internet
Picture Australia. A gateway to photographic collections of libraries and archives around the country.
http://www.pictureaustralia.gov.au
Other websites with potentially valuable historical material include:
Australian War Memorial: www.awm.gov.au
Archives of Australia: www.archivenet.gov.au
Australian Historical Association (including the AHA bulletin): www.theaha.org.au
• Documents on Australian foreign policy, Department of Foreign Affairs & Trade (DFAT), Canberra: www.info.dfat.gov.au/historical

Short Loan Material: Important references for this course are kept on open reserve. Titles held on Short Loans are listed as [R] and 3 day Loan titles as [R3].

Primary sources: published primary documents (some major examples include Documents on Australian Foreign Policy and Year Books), newspapers, Commonwealth Parliamentary Debates and Parliamentary Papers (held in Stacks, Lower Ground Floor, Auchmuty Library). Also check your local Council Library for relevant monographs.

Bibliography and Reference
• The Oxford Companion to Australian History. Graeme Davison, John Hirst and Stuart Macintyre (eds.), Sydney: Allen & Unwin, 1997. [A valuable reference work that you should refer to regularly].

Collections of Documents
Books of collected documents will be the principal way students can access primary sources. The following is a small selection of the published works of collected documents:
• Holmes, Katy and Marilyn Lake (eds.) Freedom Bound II. Documents on Women in Modern Australia. Sydney: Allen & Unwin, 1994. [R]

**Historians and their Craft**

**Multi-volume histories**
- *Australians. An Historical Library*.
- Burgmann, Verity and Jenny Lee (eds.), *A People's History of Australia since 1788*. Melbourne: Penguin, 1988. The relevant volumes in this series are *Making a Life, Constructing a Culture* and *Staining the Wattle*.

**Aborigines**

**Migrants** (See also Oral History)

**Identities**

**Nationalism**

**Oral history**


**Politics**


**Religion**


**War and Foreign Policy**

• Firth, Stewart. *Australia in International Politics: An Introduction to Australian Foreign Policy*. Sydney: Allen & Unwin, 1999.
• Odgers, George. *100 Years of Australians at War*, Sydney: Lansdowne, 1999.
Women

MAJOR ESSAY QUESTIONS

DUE: 23 September
LENGTH: 2000 words
WEIGHTING: 45% of your total assessment

Please read the following important points before you start your essay:

• Late essays will be penalised. No written work will be accepted after the end of Week 14.
• Students who begin work early and seek help from the coordinator invariably score better marks. Remember there is no option to resubmit if you are disappointed with your grade.

There is a vast academic literature available in Australian history. Your guides in finding references are the three Rs: Reliability, Relevance and Recency.

Keep in mind the following formatting and presentation requirements before you submit your essay:
Use the School of Humanities and Social Science Assignment Cover Sheet (on Blackboard under ‘Assignments’).
Use white paper. Write on only one side of the paper. It is expected that essays will be typed.
You must use footnote referencing in all History essays. In-text referencing is not acceptable.
Do not use plastic cover sheets of any kind. Simply staple your work, or fix it firmly in some other way, at the top left hand corner.
Number your pages.
Use Times New Roman, 12 pt font.
Allow a 3-4cm left hand margin for comments.
Choose one of the following:

Question 1: Catholicism, Communism and the Cold War

Why did some Catholics argue that voting Labor was inconsistent with Catholic doctrines in the 1950s? Your account should put this issue in the general context of Cold war politics and the use made of anti-Communist propaganda by politicians of all political persuasions during this period.

References:

Primary Sources
Catholic Weekly, 1950-60 (or another Catholic paper you have access to which was published in this period).

Secondary Sources

**Question 2: The Domino Theory**

What was the ‘Domino Theory’? To what extent did Australian views of Asia after 1945 reflect this theory?

**References:**


**Question 3: Gender and the Second World War**

During the national emergency posed by the Second World War in Australia, Australian women were able to bend and expand their traditional gender role, while men were captives to a more restrictive gender regime. Discuss.

**References:**


**Question 4: The Whitlam Government**

Give a reasoned account of the fall of the Whitlam government. Your answer should make reference to both Gough Whitlam and John Kerr’s versions of the events leading to the sacking of the Prime Minister.

**References:**


**Question 5: Post-war Immigration**

Examine the main features of Australia’s immigration program after 1945. What factors explain Australia’s drive to increase immigration in the last half of the twentieth century?

**References:**

*Primary Sources*


*Secondary Sources*


**Journal Articles**


**Question 6: Dismantling of the Australian National Settlement**

What were the main features of the Australian National Settlement, and how and why were they overturned in the 1980s and 90s?

**References:**


**Question 7: Women’s Suffrage**

Using the collections of documents listed below as a starting point, analyse the Australian campaign for the suffrage around the turn of the 20th century. Did Australia deserve its reputation as a world leader of social change in this period?

**Primary Sources**
There is a variety of possible primary sources for this topic which include state and federal parliamentary papers, major daily newspapers and feminist papers such as Louisa Lawson’s, *The Dawn*.

**Documents**

**Secondary Sources**
Mulraney, J. ‘When lovely woman stoops to lobby’, *Australian Feminist Studies*, 7 and 8 (Summer 1988).
Question 8: Social Movements

Discuss the issues behind formation of NO MORE THAN TWO social movements in the 1960s. Assess the relative significance of both overseas and local influences on these movements.

(a) Vietnam and the Anti-War Movement

(b) Women’s Movement

(c) Gay and Lesbian Movement


(d) **Environmental Movement**


(e) **Black Movement**


**Question 9: Britain and Australia**

‘As an off-shoot of the most prodigious imperial power Australia shared many of the assumptions of the parent country…Yet the distance from the imperial centre and the vastness of the environment imparted to these inherited characteristics a particular twist.’ (Stuart Macintyre, *The Oxford History of Australia: The Succeeding Age*, 68-9). To what extent does this sum up Australian society in the early 20th century?

References:


*Federation* [videorecording]. Film Australia, 1988.

**Question 10: ANZAC**

What is the Australian ANZAC Legend? To what extent does this legend differ from other World War One allied military identities?

**References:**
Bennett, James. ““Massey’s Sunday School Picnic Party”: “The Other Anzacs” or Honorary Australians?” *War and Society* 21:2 (October 2003): 23-54.


**Question 11:** Atomic Australia

Australia assisted Britain with its atomic testing program in the 1950s. Outline the factors behind, and the legacy of, this decision.

**References:**


**Question 12: The Great Depression**

Oral history provides a unique way to enter into the experience of the Great Depression in Australia. Discuss the impact of the oral history literature about the Great Depression in Australia on the ways in which the period is understood.

OR

Examine and evaluate the ways in which Australian governments responded to the economic and social emergency caused by the Great Depression.

OR

Discuss the role of the ‘Big Fella’, New South Wales Premier Jack Lang, in Great Depression in Australia.

**References:**

**General**
Lang, J.T. *The Great Bust*, Sydney: Angus & Robertson, 1962. (Lang’s own account)

**Social Effects and Oral Histories**

**Economic Effects**


**Political Effects**


TUTORIAL PROGRAM

WEEK 1: NO TUTORIALS

Your HIST1020 tasks for this week are to:

1. **Register** for a HIST1020 tutorial online (see link above).
2. **Familiarise** yourself with the Course Guide. You are expected to be aware of its contents.
3. **Plan** Ahead: Use your diary to note all assessment due dates – build in earlier reminders that submission dates are approaching.
4. **Visit** and familiarise yourself with the HIST1020 Blackboard site at [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
5. **Carry out the Required Readings** for the next tutorial. They are also available in hard copy in Short Loans.
6. **Make** notes **and prepare** to take part in tutorial discussion.
7. **Take** a Library Tour

WEEK 2: Towards a New Millenium

Questions:
1. Explain the historic role of the state in Australian society. How was that role transformed by politics in the 1980s and 90s, and with what consequences?
2. According to Brett, how does liberalism inform the working of Australian multiculturalism?
3. What are the limits in Australia in the acceptance of cultural difference? Can you think of any recent examples?
4. What are Australia’s national narratives, and how have they been challenged in recent decades?

General discussion: Has Australia’s journey through the 20th century been one of continuous progress from intolerance to tolerance, from ignorance to enlightenment?

Essential Reading:

Supplementary Reading:
WEEK 3: Australians Abroad

Questions:
1. What experiences did London offer to colonial tourists that they could not find at home?
2. How did visiting Australians reveal a cultural dependence on the heart of the Empire?
3. How do you account for nationalist responses by tourists to the metropolis?
4. Why did so many creative artists leave Australia for England on a temporary or even permanent basis in the first half of the twentieth century?
5. Did Federation transform the cultural relationship between Britain and Australia? Why/why not?

Essential Reading:

Supplementary Reading:

WEEK 4: Secret Armies

Questions:
Why did class politics come to the surface so baldly during the Depression years?
What groups formed in this period?
What were the aims of the Old and New Guard in New South Wales?
To what extent do you think Eric Campbell and his organisation embraced fascist ideology?
What other groups existed that might have modelled themselves on other fascisms?
Did the Secret Armies pose a threat to democracy?
General discussion: Were the secret armies a form of Australian fascism?

Essential Reading:

Supplementary Reading:

WEEK 5: NO TUTORIAL READINGS

WEEK 6: Japanese Spies in Newcastle

Document Question:
1. According to the Newcastle Herald, what were the lessons to be learned from Japanese submarine attacks on Sydney and Newcastle in mid-1942?

Questions:
1. Why did Japanese spies show so much interest in Newcastle in the 1920s?
2. Give a reasoned critique of Walton’s theory that Newcastle was the focus of intensive espionage in the 1920s.
3. What, according to McQueen, was Australia’s response to the rise of Japan in the early twentieth century?
4. Why was Japan an “unnatural” ally for Australia between 1900 and 1930?

**Essential Reading:**

**Supplementary Reading:**

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**WEEK 7: Female Desires and the Second World War**

**Questions:**
1. What kinds of evidence are employed in the piece by Connors et al? How does the evidence shape the history they are able to construct?
2. What was the morals code in the 1940s, how was it enforced and by whom?
3. What effects did the arrival of American GIs have on women’s lives in Australia at that time?
4. Why was race sometimes a factor in local responses to the peaceful invasion?
5. According to Kate Darian-Smith, how were young women viewed during the war?
6. What does a gender perspective bring to narratives of wartime experience?
7. What was the official view of homosexuality in the Second World War? How significant do you think the Second World War was to an awareness of gay and lesbian sexuality?

**Required Reading:**

**Supplementary Reading:**

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**WEEK 8: The Royal Tour**

**Essential Readings:**
Supplementary Readings:

Document Questions:
1. In Hancock’s view, why had the monarchy endured?
2. In what ways were Hancock’s views likely to have been influenced by concerns and sentiments of the 1940s?
3. According to the *Sydney Morning Herald*, what were the traditions linking Sydney with England?

Discussion Questions:
1. Why was the Royal Tour of 1954 such an important event in Australia?
2. Why has the Tour received so little attention from historians?
3. How did the Catholic press respond to the Tour?
4. To what extent, if at all, was interest in the Tour defined by gender and class? Was the Australian public duped by a conservative media?

**WEEK 9: The Red Scare**

Document Questions:
1. According to Lenin, why were reformism and arbitration opposed to the real interests of workers?
2. How did the Liberal Party present communism as an issue to the Australian public?
3. Walter Murdoch advocated voting ‘No’ in the 1951 referendum on banning the Communist Party, and yet he was strongly opposed to the methods of communism. How do you explain his position?
4. According to the ‘Case for Yes’ what was the link between local communists and Moscow?

Discussion Questions:
1. What is a Red Scare Election? Had this happened in Australia before the Cold War?
2. How did Evatt feel about the Communist Party before the Cold War?
3. What measures did Chifley take against Communism in Australia?
4. What steps did Menzies take against the Communist Party in Australia?
5. Was his move against Communism in Australia successful and if not, why?
6. What were the dangers for Australia if Menzies had achieved his objective?

Essential Readings:
**WEEK 10: Social Movements for Change**

**Questions:**
1. How did feminism and gay liberation change people’s lives?
2. How significant were American influences on Australian social movements?
3. Why did sexual politics not become a dominant concern until the late 1960s?
4. What role did the Vietnam War play in the questioning of Australian society from the mid-1960s? How significant was the conscription controversy in galvanizing opposition to the war?
5. According to sociologists, what was the ‘new middle class’ and what was its role in sixties protest?
6. Why was hair on men a site of gender tension? What was the connection between traditional masculinity and military activity, and why was it challenged during the Vietnam era?

**General Discussion:** What connections do you see between Vietnam and other social/protest movements of the 1960s/70s (e.g. women, blacks, gays and lesbians, the environment)?

**Essential Reading:**

**Supplementary Reading:**

**Semester Recess: Monday 29 September to Friday 10 October 2008**

**WEEK 11: The ‘White Australia’ Policy**

**Questions:**
1. Lake argues that the ‘White Australia’ policy can be better understood in an international context. Why? What does she mean by the term ‘transnational community’?
2. Why was racial identification so important to white Australians at the turn of the 20th century?
3. Did the ‘White Australia’ policy end suddenly in 1973? According to Tavan, to what extent and in what ways does it still have some influence?
4. What was the argument of Geoffrey Blainey, Katharine Potts and others about the formulation of Australian immigration policy?
5. What were the two key processes that underpinned the dismantling of the ‘White Australia’ policy?
Essential Reading:

Supplementary Reading:

WEEK 12: The 1967 Referendum

Questions:
1. Why was the 1967 referendum such a rare event in Australian political life?
2. What was the real significance of 1967 for Aboriginal people?
3. Why have so many people including some politicians (see document 70) misunderstood the purpose of the referendum? How easy/difficult is it to dislodge popular memory of significant events such as this?
4. Attwood and Markus’s book was first published in 1997. Why did they feel a need to produce a second edition in 2007?
5. Why was the outcome of the referendum only the first step forward for Aborigines?
6. How do you explain Aboriginal oral testimony on the referendum?
7. What was Menzies’ view of the Constitution, particularly with respect to Section 51 (xxvi)?
8. What was the position of the Holt government and how did it use the new legislative power gained by the Commonwealth?

Discussion Question: To what extent did the 1967 referendum satisfy the quest for Aboriginal rights?

Essential Reading:

Supplementary Reading:

WEEK 13: The History Wars

Questions:
1. What were Paul Keating’s Big Picture issues and how did he present them?
2. According to Macintyre and Clark, what was the agenda of the Howard government in relation to the history profession?
3. Why were historians unprepared for the History Wars and the particular ways in which it was prosecuted?
4. What can the History Wars tell us about:
i.) the interrelationship between politics and history?
ii) the role played by interest groups in Australian society?
iii) the production of knowledge?

Essential Reading:

Supplementary Reading:

**WEEK 14: NO TUTORIALS**
A Guide to Footnoting

Why use footnotes?
A consistent form of referencing is essential to an essay not only to avoid plagiarism, but also to indicate your sources to the reader and make access to them possible. You will often find that the notes in the works you read can lead to valuable additional sources for your own research. In turn, you should lead the reader to your sources to strengthen the authority of your work. There are many systems of footnoting in use. Within the discipline of History, we require that you use footnotes in the Chicago Style. Footnotes are particularly suited to History writing for two main reasons. They are flexible enough to identify the wide variety of sources used by historians, which include books, artifacts, films, photographs, slips of paper and oral history tapes. In addition, because they appear in full on the page on which the material was used, footnotes allow the active reader to make an immediate assessment of the nature of the source and to judge its appropriateness and persuasiveness as used by the author.

When are footnotes necessary?
Footnotes are necessary to acknowledge all quotations and key ideas from your sources which are not common knowledge. If a statement is common knowledge, it may be included in the body of the paper without need of further comment in a footnote. For example, you would not need to provide a source for the years of Cook’s visit to Australia or of Federation.

Use footnotes to give the source of:
- direct quotations
- an unusual or disputed opinion
- important statistics
- any similar facts
- a pithy or memorable phrase or one that gives contemporary colour
- close paraphrases

Other points about footnotes:
- Failure to acknowledge another author’s words or ideas is dishonest and is not acceptable in essay writing in History. It is called plagiarism, and may attract serious penalties.
- You may also wish to use notes to make additional points, comments on sources or present information which supports your argument but which would clutter the main body of the essay, although this should be kept to a minimum.
- In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay. Writing the text and then adding footnotes often leads to errors and omissions.
- Do not quote from encyclopaedias, your lecture or tutorial notes or non-academic sources. As a rule of thumb, works which do not have footnotes are generally not suitably rigorous to be used as sources for writing history essays.

Some examples:
There are a number of conventions to follow in writing footnotes. The following is based upon the University of Chicago style and is considered an acceptable method for referencing in History. Please pay careful attention to the order in which information is presented and to punctuation.

(a) Complete Initial Citation

(I) Books

(ii) Journal Articles

(iii) Chapters from Books

(iv) **Theses**

This differs from a book because it has not been published. Therefore, the title is in quotation marks and not underlined or in italics. It is identified as a thesis, for which degree, from which institution and in which year accepted.

(v) **Official Documents**

There is no personal author, so begin with the title of the document, then identify the reference by referring to volume, years, page and date.

(vi) **Manuscripts**
Parkes to T.T. Ewing, 2 May 1891, Parkes Correspondence, Mitchell Library, A907, 31.

Nothing is published, so nothing is underlined. Although not all manuscripts will have all of these details, give the fullest possible account so the reader can find the reference if necessary - including the library or archives, the collection and the cataloguing number.

(vii) **Newspapers**
*Sydney Morning Herald*, 19 May 1932.

(viii) **Electronic sources**
Provide the same information as with reference to a hard copy published work, plus the title of the website in words, the full internet address of the site in <> and the date accessed in round brackets.


(b) **Subsequent citations**
These are used in subsequent references to a source already listed in a full footnote. Use of the abbreviations saves writing the same footnote information each time reference is made to a source. The most frequently used abbreviations are *ibid*. and the short title.

**Ibid.** This is the abbreviation of *ibidem*, a Latin word meaning “in the place”. Because it is an abbreviation, it must be followed by a full stop; because it is from another language, it must be underlined. When used as the first word in a footnote, it must be capitalised. *Ibid.* can only be used when references to the same book immediately follow each other.

3. *Ibid.*, 10. [indicates same book as 2 but a different page]

If references do not immediately follow one another, a short title should be used to refer back to a source already cited.

[Note that short title must still make sense and identify the book - not just *Wicket* for example.]

(c) **Footnote Numbers**
1. These should appear at the end of the quotation or at the end of the passage to which they refer and should be placed after the full stop.

... “those of the men to whom he entrusted his fortune”.23
If you do not have a word processing programme which inserts the numbers, put the footnote number in brackets at the same location: (23)

2. Numbers should be used consecutively throughout the essay. Do not begin with footnote 1 on each page.

3. Footnotes should appear at the bottom of the page on which the reference is made. Notes at the end are called “endnotes”. Although they are frequently used, they are more cumbersome for the active reader to use than footnotes.

A Guide to Bibliography

1. Place the bibliography on a separate sheet at the end of the essay headed “Bibliography”.

2. It should include all books and articles consulted whether actual quotations are taken from them or not.

3. Never include any book not used.

4. Primary sources (letters, diaries, official documents) should be listed separately from secondary sources (works of history)

5. Within these categories, entries should be arranged in alphabetical order by authors’ surnames.

The method of writing bibliography is very similar to footnoting.

(I) **Books**  

(ii) **Journal Articles**  

(iii) **Chapters from Books**  

(iv) **Theses**  

(v) **Official Documents**  

(vi) **Manuscripts**  
Parkes Correspondence, Mitchell Library, A907.

(vii) **Newspapers**  
*Sydney Morning Herald*.

(viii) **Electronic Sources**  

Note that entries longer than a single line should be reverse indented. Some word processing programs call this a hanging indentation. This makes it simple to scan the left side of the page for a particular author.