HIST1020 - Australia in the Twentieth Century

Course Outline

Course Coordinator: Associate Professor Wayne Reynolds
Semester: Semester 2 - 2009
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 Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in week 2.

Learning Materials/Texts
Course Reader

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

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009
CTS Download Date: 22 June, 2009
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

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Class</td>
<td>15%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>70%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>15%</td>
</tr>
</tbody>
</table>

Assumed Knowledge

None

Callaghan Campus Timetable

HIST1020
AUSTRALIA IN THE TWENTIETH CENTURY
Enquiries: School of Humanities and Social Science

Semester 2 - 2009
Lecture and Tutorial Tuesday 10:00 - 12:00 [GP201] Commencing Wk 2
or Tuesday 13:00 - 14:00 [GP212/214] Commencing Wk 2
or Tuesday 14:00 - 15:00 [GP130] Commencing Wk 2
or Tuesday 16:00 - 17:00 [GP130] Commencing Wk 2
or Tuesday 17:00 - 18:00 [GP316] Commencing Wk 2

Online Tutorial Registration
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

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.

Hard copy submission:
- **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.
- **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/](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 addressed 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**
In addition to hard copy submission, 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/](http://www.blackboard.newcastle.edu.au/)
- Minor Essay – 1000 words
- Major Essay – 2000 words

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. 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.

**Referencing Style**
In this course students should use the Chicago referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from:

**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**.


**Return of Assignments**
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.

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/).

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

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
- re using 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](http://www.newcastle.edu.au/policylibrary/000608.html)

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.

**Marks and Grades Released During Term**

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

**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. Refer - 'Information for Student Representatives on Committees’ available @ [http://www.newcastle.edu.au/service/committees/student_reps/index.html](http://www.newcastle.edu.au/service/committees/student_reps/index.html)

**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](http://www.newcastle.edu.au/currentstudents/index.html)

**Changing your Enrolment**

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 2 courses: 31 August 2009

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

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term 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 Building
• Hunter Hub: Level 2, Student Services Centre

City Precinct
• City Hub and Information Common: Ground Floor, University House

Central Coast Campus (Ourimbah)
• Student Hub: Opposite the Main Cafeteria

Faculty website
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

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

“There aren’t any icons to click. It’s a chalk board.”
## HIST 1020: LECTURE AND TUTORIAL PROGRAMME:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>BEGINNING</th>
<th>LECTURE 1 [1 hour]</th>
<th>LECTURE 2 [1 hour]</th>
<th>TUTORIALS [1 hour]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>Course Overview. Essay writing.</td>
<td>Themes and Issues in Australian History.</td>
<td>No tutorials. Register for online tutorials</td>
</tr>
<tr>
<td>3</td>
<td>10 August</td>
<td>Fighting other people's wars 1</td>
<td>Fighting other people's wars 2.</td>
<td>Anglo- Australians, Defence and War</td>
</tr>
<tr>
<td>4</td>
<td>17 August</td>
<td>The Great Depression</td>
<td>The Battle of the Plans.</td>
<td>The people and the government.</td>
</tr>
<tr>
<td>5</td>
<td>24 August</td>
<td>The Second World War.</td>
<td>Women and the War Effort.</td>
<td>Women and &quot;total&quot; War.</td>
</tr>
<tr>
<td>6</td>
<td>31 August</td>
<td>The Cold War 1948-1960.</td>
<td>The Petrov Affair</td>
<td>Red Scare elections?</td>
</tr>
<tr>
<td>8</td>
<td>14 September</td>
<td>Atomic Australia 1.</td>
<td>Atomic Australia 2.</td>
<td>British Atomic Tests?</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Recess 28</td>
<td>September -</td>
<td>9 October 2009</td>
</tr>
<tr>
<td></td>
<td>MAJOR</td>
<td>ESSAY DUE - 13</td>
<td>October, 2009</td>
<td>The Whitlam Era</td>
</tr>
<tr>
<td>11</td>
<td>19 October</td>
<td>The Whitlam Government</td>
<td>Whitlam and the Intelligence Crisis</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2 November</td>
<td>Class Test.</td>
<td>Class Test</td>
<td>No tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Normal Lecture</td>
<td>Venue and time</td>
<td></td>
</tr>
</tbody>
</table>

**General Information:**
- **Course Coordinator:** Associate Professor Wayne Reynolds
- **Contact Details:** MCLG 25 /49215214 /wayne.reynolds@newcastle.edu.au
- **Consultation Times:** Tuesday 10-11 am, or by appointment
A brief overview: aims and objectives of the course.
This course provides an introduction to Australian History in the Twentieth Century. The main periods will be studied as well as key themes: social and economic issues; defence and foreign policy. It is also an objective to help students to develop skills in research, therefore, you are encouraged to interact not only with the context of the course but also the methodology used in historical research. Assessment tasks provide an opportunity for students to not only develop confidence in oral presentation but to also use their initiative, improve their research and critical thinking skills and perfect their written expression. NOTE that all sections of the course should be attempted.

Lectures:
Lectures will be held on Tuesdays, 10-12 in lecture theatre GP201. There is a correlation between lectures and tutorials so students are encouraged to attend lectures. Lecture notes will be placed on the Blackboard Site after each lecture.

Assessment Summary:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Mark</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>15%</td>
<td>Throughout the course. Mark is based on participation and oral presentation (see below).</td>
</tr>
<tr>
<td>Minor Essay [tutorial paper]</td>
<td>20%</td>
<td>1000 words. Due one week after tutorial presentation (hand to tutor).</td>
</tr>
<tr>
<td>Major Research Essay - 2000 words.</td>
<td>50%</td>
<td>Due Tuesday 13 October 4pm. Lodge with relevant Student hub or as advised by lecturer/tutor.</td>
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</tbody>
</table>

Tutorials:
Tutorials, held weeks 2-12 inclusive. A mark out of 15% will be given when the major essay is returned, Week 13, after the class test.

Attendance: Students are required to sign an attendance sheet, which will be circulated at the beginning of the tutorial. If more than one tutorial is missed students are required to provide a short written summary of the questions posed in the missed tutorial/s.

Preparation: Readings for tutorials are in the Course Workbook. You are required to prepare for the tutorial by reading and thinking about the relevant material provided. You will also be asked to lead the discussion in one of the weeks (to be negotiated in week 2). Your oral presentation, a broad discussion of 10 minutes on the issues for that week, should not only demonstrate knowledge of the material in the Workbook but also the lecture. Note that this presentation is part of your tutorial assessment. To allow you to reflect on the discussion your Minor Essay, [1000 words] based on the general discussion question for the week you present, is to be handed in one week later. The idea here is to present a clear summary of the issues, the lectures and the readings.

Major Essay: [2000 words] This component of the course, due Tuesday 13 October, should be a well researched, concise and well-structured report on a particular question, written in clear, error free prose (an Essay Writing Guide, has been placed in the Course Reader and on the Blackboard Site). Note that you are allowed to do an essay on the same topic as your tutorial presentation. Clearly, however, you are required to broaden your research and where possible incorporate primary material into the work. 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. The essay questions listed have a fairly comprehensive bibliography but you are encouraged to do your own research. 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. See the following pages for a general bibliography and research guide to the course.

Referencing/Bibliography:
Particular attention must be paid to the correct referencing of all written work (Refer page 3 of Course Outline). See also the essay writing guide for examples of correct referencing format.

Assessment Criteria:
The marking criteria sheet, located at the beginning of the Workbook, highlights the issues that are being assessed.

Late penalty for written work:
Submission of late essays carries a penalty of 5% of the possible maximum mark (Refer page 3, Course Outline) 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 12, unless an extension has been granted.

End of Semester Test:
There will be three short essays, of equal value, to be answered in a two hour open book test, which means you can bring notes or summaries. The test will be conducted in the normal lecture time and venue. All lecture and tutorial topics will be included as well as broader themes that have been developed in the course.

IF YOU ARE HAVING ANY PROBLEMS, IN RELATION TO THE COURSE, PLEASE DO NOT HESITATE TO COME AND SEE ME.

Introduction to the Sources:

Monographs, Published Primary Sources (Parliamentary Debates, Parliamentary Papers, Government Documents and Newspapers) and Journals relevant to the course are held in Auchmuty, Huxley and Central Coast Libraries. Most of the necessary Journals are now on electronic databases. The National Archives of Australia, the repository for unpublished government papers, can be accessed using one of the many available search engines.

General and Specific Reading List/Research Guide:
The texts for the course generally are:
Gare, Deborah & David Ritter, Making Australian History. Melbourne: Thomson, 2008 [R]
Collections of Documents (Primary Sources)

Monographs- General:

Monographs -Specific: Aborigines and Migrants:


**Politics:**


**War and Foreign Policy:**


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**Women:**


**Journals** specific to the course include:

*Aboriginal History*

*Australian Feminist Studies*

*Australian Historical Studies*

*Australian Journal of International Affairs*

*Australian Journal of Politics and History*

*Australian Outlook*

*Defence Force Journal*

*Department of Foreign Affairs and Trade History of Education*

*The Journal of the Royal Australian Historical Society*

*Labor History*

*Quadrant*

*War & Society*
LECTURES, TUTORIALS AND ASSESSMENTS.

WEEK 1:

Lecture 1:  Overview: Essays, Themes, Topics, Skills and Assessment

Lecture 2:  (continued)

In this lecture you will be given the Course Outline. A survey of the assessment tasks and other procedures for the course will follow. Some hints on the do’s and don’ts in essay writing will also be addressed and the Workbook for the course generally reviewed.

No TUTORIALS this week but it would be a good idea to familiarise yourself with the tutorial topics so that you can nominate the one you would prefer to have for your presentation and for your minor essay. All tutorial topics must be covered however and while we aim to please it is not always possible to give you your first choice. So, have a reserve topic/week just in case.

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WEEK 2:

Lecture 1:  What’s this about independence?

This lecture, an introduction to Twentieth Century Australia, challenges the view that Federation (1901) marked a form of independence from Britain. Rather, the new century witnessed an outpouring of imperial sentiment with reservations about the fate of the new nation left alone in the Asia-Pacific. The various symbols of attachment to Empire, which characterised film, popular culture and the outlook of the elite in the first half of the century, will also be surveyed as will be Australia’s first legislation as a Federated country, The Immigration Restriction Act.


The focus here will be on attempts to encourage British migration and investment from the turn of the Century to the end of the 1920s. Australia was in many respects an appendage to Empire. There was no conception of independence and indeed the phrase "Dominion Status" summed up the relationship between the two countries. Australia’s patriotism and imperial loyalty were two sides of the one coin.

Lecture Readings:


Tutorial:  Introductions: Allocation of tutorial topics. Australia and the Empire

Readings:

Questions to Consider:
1. Was Federation an act of independence?
2. Was there any republican sentiment in Australia at this time?
3. Did Australia deserve its growing reputation as an egalitarian society?
4. Why was Australia paying a naval subsidy to Britain? What was Deakin's response to this issue?
5. What do Ernest Scott (writing in 1911) and T.R. Bavin (writing in 1929, the eve of the Great Depression) have to say about Australia and empire? Do they believe that Australia should maintain its own navy or continue to pay a naval subsidy to Britain?

General discussion [no tutorial paper]: To what extent did Australia develop an identity separate from Britain in the early Twentieth Century?

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WEEK 3:

Lecture 1: Fighting Other People's Wars.

It has been said that Australia has an "expeditionary force mentality." These lectures will trace the theme of Australian insecurity and the resultant commitment to fight imperial wars. We will survey Australia's commitment to Empire from the Colonial period to the Pacific War in 1941. Particular emphasis will be given to the nature of the military commitment and the development of the ANZAC legend.

Lecture 2: Fighting Other People's Wars (continued)

Lecture Readings:
Stuart Macintyre, A Concise History, 155-166: The Succeeding Age, 142-167.

Tutorial: Anglo-Australians Defence and "other people's wars."

Readings:
Bart Ziino, “Great War, Total War,” in Making Australian History ed. Deborah Gare and David Ritter (South Melbourne: Thomson, 2008), 335-344.

Questions to Consider:
1. Why did Australia consider defence a prominent issue after 1905?
2. What steps did the Australian government take to increase and strengthen its defence forces before World War I (WWI)?
3. Who was “Curly” Hutton and why did he see his duty in “imperial and not national terms?”
4. How and why did the Australian government attempt to increase the Australian Army after 1915? Was it successful?
5. How did the development of the ANZAC legend relate to the issue of Conscientious Objection?
6. Did Australian women step outside their traditional role of passive subservience during this time?

General discussion [tutorial paper]:
A. Did Australia, in the first half of the 20th Century, fight “other people’s wars” or is this concept too narrow?
   OR
B. What were the major political and social consequences of WWI for Australia?

WEEK 4:

Lecture 1: Shaking Complacency: Australia and the Great Depression.

This lecture will trace the origins of the Depression and the effects that it had on Australian society. The Twenties had seen Australia borrowing excessively from Britain to develop the interior of the continent and to pay for capital works. There was also a subsidised immigration scheme designed to place British farmers in Australia, which added to the costs. In the end Australia found itself selling cheap commodities to pay its way, however, the Wall Street collapse in 1929 saw the collapse of export markets with devastating consequences for many ordinary people.

Lecture 2: The Battle of the Plans.

This lecture looks at the political reaction to the Depression with particular reference to the so called “Battle of the Plans.” Australian politicians had to balance the need to repay debts as demanded by the British government with the need to ameliorate the effects of the Depression. The most radical plan was put forward by NSW Premier Jack Lang. Among other things he advocated continued spending of money on public works, thereby generating employment. Lang was finally dismissed by the Governor, which resulted in a political and constitutional crisis.

Lecture Readings:
Macintyre, A Concise History of Australia 174-187; The Succeeding Age, 251-324.

Tutorial: The Great Depression - the people and the government.

Readings:
Frank Cain, Jack Lang and the Great Depression (Melbourne: Australian Scholarly Publishing, 2005), 105-18; 142-151
Julie, Kimber. "'The didn't want work, you see': Inequality and blame in the Great Depression," in Making Australian History ed. Deborah Gare and David Ritter (South Melbourne: Thomson, 2008), 367-374.


Questions to Consider:
1. What was the economic situation in Australia prior to 1929?
2. What was Otto Niemeyer's general advice to the Australian government and why was it so important in 1930?
3. What were the main elements of the Lang Plan?
4. In what way did it differ from the Premiers' Plan?
5. What measures did the Australian government enact to offset the hardships that the Great Depression brought to ordinary Australians? Were these adequate?
6. Did economic adversity bring people together or did it accentuate class divisions?

General discussion [tutorial paper]:
A. Was the Lang Plan a viable alternative for Australia?
OR
B. Was there "equality of sacrifice" during the Great Depression?

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WEEK 5:


This lecture will trace Australia's role in the strategy of the war with particular reference to the Pacific and the so-called "Beat Hitler First" policy of the Allies. In 1939 Australia, once again, rushed to support Britain in Europe and the Middle East, even though there were doubts about the security situation in the Far East, which rested on Britain's defence of the Singapore naval base. In December 1941 the Japanese bombed Pearl Harbour and quickly overcame the British in Singapore, thereby placing Australia, or so it seemed, in danger of invasion. At this point Australia was unpleasantly surprised by the fact that it had been marginalised by the British and American agreement to "Beat Hitler first" and "Tojo second."

Lecture 2: Women and the War Effort.

This lecture will survey the mobilisation of Australia's resources for "total war" with a particular emphasis on the role of women in the war effort. In the extreme situation Australia found itself to be in all resources were mobilised for the war effort. As a result Australian women found themselves engaged in many non-traditional activities.

Lecture Readings:

Tutorial: Women and "total war."

Readings:


Questions to Consider:
1. Why were Australian women conscripted into the industrial workforce?
2. How did women in general feel about this type of work?
3. How did males react to women working in these areas?
4. What were employment and social conditions like for women during WWII?
5. What was the Women's Land Army? How necessary was this service to the war effort?
6. What was meant by "Living Two Lives?"

General discussion (tutorial paper):
A. Which woman, in terms of reaction to the war, did you find most interesting and why?
   OR
B. Were the war years a time of "unprecedented" freedom for Australian women?

WEEK 6:

Lecture 1: **The Cold War, 1948-1960.**

This lecture surveys key developments in the Cold War in Australia, including the impact of McCarthyism, the trends in literature, education and politics. Also reviewed will be the attempts to suppress the Communist Party, the Labor Split and the problems with both the mining and seamen's unions. The Cold War was conducted between the West, led by the USA and the East, the Soviet Bloc, during the period 1948-1989. US Senator Joseph McCarthy led a witch hunt against Communists, demanding their dismissal from government employment and for a greatly enhanced role for intelligence services. There were parallels in Australia.

Lecture 2: **Communism, Espionage and the Petrov Affair.**

This lecture traces the course of the Cold War in Australia from the late Chifley period to the late 1950s. Particular issues include the growth of intelligence services, the question of Soviet espionage in Australia and the Petrov Affair. Vladimir Petrov was a Soviet KGB spy who defected to the Australian Security and Intelligence Organisation (ASIO) in April 1954. He delivered Australia one of its great Cold War crises by revealing that there had been traitors working for Dr. H. V. Evatt, then leader of the ALP. The resulting furore was to split the Labor Party and keep it out of Government until 1972.

Lecture Readings:

Tutorial: **Red scare elections and Australian security.**

Readings:

**Questions to Consider:**
1. What was 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?

**General discussion** [Tutorial Paper]:
A. Was there a genuine security crisis in Australia c1948-1954?
   OR
B. Did Evatt’s defence of the Communist Party destroy his political career? What were the long term consequences of his actions for the ALP?

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**WEEK 7:**

**Lecture 1:** *The Menzies Years*.

This lecture traces the main developments in Australia during the Menzies' years. Menzies has been portrayed as "British to his Bootstraps" and his period in office, 1949-1966, was one of prosperity. There was great material development in Australia, including the growth of mining, increased trade with Japan and greater emphasis on higher education and the Arts.

**Lecture 2:** *Australian Society in the Fifties and Sixties*

This lecture provides a general description of Australian society in this period, with particular reference to education, immigration, suburban life and religion. Australia in this period was exposed to an influx of people from non-English speaking backgrounds. These people in turn served to challenge many assumptions about the future direction of Australian society. Education was also dramatically transformed as the Government began to pour resources into schools, teachers' colleges and universities.

**Lecture Readings:**

**Tutorial:** *A Golden Age?*

**Readings:**
Documents:

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**Questions to Consider:**
1. What factors contributed to the long term electoral success of the Menzies government?
2. Why did Menzies emphasise the need for increased educational standards?
3. Did changes to education benefit all Australians?
4. What were the main features and some of the problems of living in the developing suburbs?
5. What was living in Australia like for post World War II migrants from Europe?
6. What was the situation for Aboriginal Australians during this period?

**General discussion [tutorial paper]:**
A. Why are the Menzies years often referred to as the "Golden Age." Are there any problems with this image?

OR

B. Outline the policy of assimilation. What consequences did this policy have for migrants and Australian Aboriginal people in the 1950s?

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**WEEK 8:**

**Lecture 1:** *Atomic Australia.*

Britain attempted to acquire atomic weapons between 1954 and 1957, the period in which Australia's cooperation was crucial. After 1957, however, the US agreed to work with Britain and Australia was left out of the nuclear club. These lectures will assess the nuclear arms race and new research, which argues that Australia also wanted atomic weapons.

**Lecture 2:** *Atomic Australia (continued)*

**Lecture Readings:**

**Tutorial:** *British Atomic Tests?*

**Readings:**

**Questions to Consider:**
1. Why, in Arnold's opinion, did Australia host the British tests?
2. What does Arnold see as the extent of Australia's involvement in the tests?
3. What, in retrospect, does Arnold see as significant issues regarding the tests?
4. Does Reynolds agree with Arnold's thesis on Australian involvement? If not, what does he have to say about Australia's role in the "Joint Project?"

5. What is meant by "Britain's Manhattan Project?"

**General discussion [tutorial paper]:**

Was Australia's involvement in the "Joint Project" motivated by Imperial sentiments or did Canberra have a separate agenda? Why did Australia not proceed with its own atomic program?

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**WEEK 9:**

**Lecture 1: Decolonisation, 1948-1975.**

After India gained its independence in 1947 there was a rapid retreat of Western Empires, culminating in the final victory of the Vietnamese when Saigon fell in 1975. This lecture traces Australia's response to this process, highlighting issues such as forward defence, the domino theory, the rise of anti-Communist forces within Australia and the Colombo Plan. Throughout this period White Australia found itself increasingly isolated in a potentially dangerous neighbourhood. The Dutch quit Indonesia (but not West New Guinea) in 1949 and the French were defeated in Vietnam in 1954. Finally, the unthinkable occurred when Britain announced in 1957 that it would withdraw its forces from East of Suez in 1967.

**Lecture 2: Australia and Indonesia.**

Public attention has long been directed towards Australia's involvement in Vietnam but in Canberra government officials were more immediately concerned about Australia's relationship with Indonesia. The Dutch/Indonesian dispute over sovereignty of West New Guinea (Irian Jaya), which threatened to erupt into war in the early 1960s, was quickly followed by the broader regional issues of Konfrontasi against Malaysia. A coup in Indonesia in 1965 removed the immediate danger as far as Malaysia was concerned but a lingering problem with respect to Indonesia's final borders remained: Timor was invaded by Indonesia in 1975; New Guinea witnessed border tensions; and sea lanes through the Indonesian archipelago have been periodically closed. Despite these problems Australia maintained reasonably close relations with its populous neighbour. But in the Eighties and Nineties international opinion moved against Indonesia's role on Timor, its human rights record and its handling of the economy thereby placing Australia in an awkward position.

**Lecture Readings:**


**Tutorial: Australia and East Timor.**

**Readings:**


Questions to Consider:
1. What was Australia's assessment of the importance of Timor before 1957?
2. Did this appraisal change and if so, when and why?
3. What was Australia's policy towards Indonesia in the period c.1963-1975?
4. What was Whitlam's view on Timor before coming to office?
5. What was Whitlam saying in 1974 and did other Australian officials agree with his view?
6. What was Operation Komodo? Why was information on this issue not made known to the public?

General discussion [tutorial paper]:
A. Should the Australian government have placed bilateral relations with Indonesia before the wishes of the Timorese for independence?  
OR  
B. Did Canberra's view on Indonesia and Timor change after 1975? If so, why?

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WEEK 10:

*****MAJOR ESSAY DUE *****


This lecture discusses the war in Vietnam and the reasons for Australia's participation in it. We will survey the background to the US decision to contain Communism, the evolution of the so-called "Domino Theory" and the debate about the decision to deploy Australian forces after 1965.


This lecture surveys popular culture and the rise of the protest movement from the late Fifties to the late Sixties. Included will be an evaluation of broad cultural trends, the Moratorium, the New Left and the resurgence of Feminism. The US civil rights movement and the appearance of a new Leftist ideology in the Sixties provided a backdrop to a groundswell of protest in Australia. While the protest against the war in Vietnam has dominated attention here, there was also a general movement advocating social change. Rising numbers of senior school and university students in a full-employment economy helped fuel issues associated with gender, race and sexual freedom.

Lecture Readings:
Gregory Pemberton, All the Way: Australia's Road to Vietnam (Sydney: Allen & Unwin, 1987).

Tutorial: Challenging "decent" values?

Readings:

**Questions to Consider:**
1. What was the link, in Cochrane’s view, between changes in capitalism and the development of a more permissive society?
2. Did Marxism play a role in the instability of the Sixties?
3. What factors fuelled the development of a radical student movement between 1966 and 1967. Why were these years so important?
4. Why did radical students turn away from the ALP over the Vietnam War?
5. How did the police view demonstrators? What was the concern for the authorities here?

**General discussion [tutorial paper]:**
A. Why did some people in Australia consider the 1960s as a challenge to “decent” values?
   OR
B. Was there a direct link between the protest movements of the 1960s and the growth of movements, such as Aboriginal Rights?

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**WEEK 11:**

**Lecture 1:** *The Whitlam Government.*

This lecture will detail the broad initiatives undertaken by the Whitlam Government with particular reference to the domestic reform agenda. There will also be an assessment of the opposition to the Government and the debate surrounding the dismissal in November 1975. Whitlam is remembered as the first Labor Prime Minister since 1949 and one who put in place a break-neck reform agenda. In the end it was all too much and the Australian people rejected his attempt to seek a third electoral win in December 1975. The Governor-General, Sir John Kerr, delivered Australia its greatest constitutional crisis when he sacked Whitlam, under controversial circumstances on 11 November 1975.

**Lecture 2:** *Whitlam, the Intelligence Crisis and the Bases.*

There has been a strong debate about the circumstances surrounding the dismissal of the Whitlam Government. This lecture looks at the defence and intelligence issues surrounding the affair. The Whitlam government certainly aroused the animosity of the US and was even considered a security risk. Of particular concern were the highly secret US spy bases in Australia, which were used to track satellites. The CIA were concerned that Whitlam might threaten these bases and the broader Australian/ American intelligence cooperation that had been built up during the long period of conservative rule.

**Lecture Readings:**

**Tutorial:** *The Whitlam Government and the Dismissal.*

**Readings:**
Coral Bell, *Dependent Ally: A Study in Australian Foreign Policy*. 2nd ed. (Sydney: Allen & Unwin, 1988), 104-113[R].

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**Questions to Consider:**
1. What were some of the domestic reforms initiated by Whitlam?
2. Did such rapid reforms jeopardise the Australian economy?
3. How did Whitlam’s Cabinet feel about some of his actions?
4. How extensive were the changes Whitlam made to Australian foreign policy?
5. Is it realistic to suggest that the US was involved in Whitlam’s dismissal?

**General discussion** [tutorial paper]:
A. Referring to the constitutional crisis of 1975, Bolton wrote in *The Middle Way* (p.241) that “Whitlam was also much to blame for the impasse ... In regarding the Governor General as a mere figure-head he failed to recognise that Kerr’s vanity was almost equal to his own.” Examine the dismissal of the Whitlam Government in the light of this assessment. Could the Dismissal have been avoided?

OR

B. Was Whitlam’s problem one of “too much, too soon?” Why did the Australian people fail to re-elect his government in 1975?

WEEK 12:

**Lecture 1: The End of Certainty.**

This lecture overviews the contours of Australian social, economic and political development from 1975 to 1999. Issues will include the debate over economic rationalism, changes to social welfare, industrial relations and political ideology. The end of the Whitlam Government saw a period of economic uncertainty and much less certainty as to Australia’s political directions. The Hawke Labor Government ushered in, in the opinion of many people, a non-ALP economic and social agenda. The general disillusionment saw the appearance of smaller political parties such as the Democrats, the Greens and One Nation, which have confused the political landscape.

**Lecture 2: Is Australia an Asian Nation?**

This lecture traces the issues associated with the growing trade dependency with the Asia-Pacific region since 1975. The internal issues associated with the so-called “Asian debate,” including Hansonism, human rights, Asian studies and immigration will also be discussed. The last quarter of the century revealed the extent of Australian trade dependence on Asia, yet there remains a great deal of uncertainty surrounding Australia’s actual “role” in the region. Part of this stems from the concern that Australia simply does not culturally belong in Asia and it has very different views on human rights, education, religion and security.

**Lecture Readings:**

There will be a survey of next week’s test at the end of the lecture.
Tutorial:  Australia: A crisis in identity?

Readings:

Questions to Consider:
1. Stephen Fitzgerald, Australia’s leading authority on relations with Asia, argues that the problem is essentially one of education. Do you agree?
2. What attempts had been initiated by the Australian Government to promote education about Asia? How successful has it been here?
3. Fitzgerald maintains that other issues “crowded Asian Studies out.” What were some of these issues?
4. Why does he conclude that, “it is the region that will define us?”

General discussion [tutorial paper]:
A. Is education the answer to Australia’s “problem” with Asia or are there other factors involved?
   OR
B. How was the “problem” of Asia addressed in the last two decades of the 20th Century.

WEEK 13: Class Test – Normal lecture time and venue.

MAJOR ESSAY QUESTIONS:

Question 1:
Discuss the key factors in Australia’s decision to federate in 1901? Assess the importance of the reorganisation of imperial defence to the outcome.

References:
Tutorial Readings Week 2.

Primary Sources:

Monographs:


**Journal Articles:**


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**Question 2:**

Examine Australia's immigration program from 1901-1939. Why did Australians, such as Alfred Deakin and Billy Hughes, consider it necessary to adopt and to maintain a "White Australia" Policy?

**References:**

Tutorial Readings Week 3.

**Primary Sources:**


**Monographs:**


**Journal Articles:**


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Question 3:
"In the attainment of ‘manhood’ at Gallipoli, the Anzacs were also proclaimed to have achieved Australia’s nationhood..." (Shute; *Making Australian History.* 327). Critically evaluate the development of the ANZAC legend and the reason for its continuing dominance in Australian culture?

References:
Tutorial Readings Week 4.

Primary Sources:

Monographs:
Gare, Deborah and David Ritter. *Making Australian History: Perspectives on the Past since 1788.* Melbourne: Thomson, 2008. [R]

Journal Articles:

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Question 4:
Examine and evaluate the response of the Australian government to the economic and social emergency caused by the Great Depression.

OR
Discuss the political situation in Australia during the Great Depression, with reference also to the emergence of two or more radical movements.

**References:**

Tutorial Readings Week 5:

**Monographs:**


Fraser, Don. *Working for the Dole: Commonwealth Relief During the Great Depression*. Canberra: National Archives of Australia, 2001[R].


**Journal Articles:**


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**Question 5:**

What were some of the lasting effects of the Second World War in Australia? Discuss with reference to at least two issues, post 1945: culture, female employment, welfare, politics, foreign and defence policies.

**References:**
See also subsequent reference lists for immigration, education and religion.

**Primary Sources:**

**Monographs:**

**Journal Articles:**

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**Question 6:**
Assess Menzies’ campaign against the Communist Party in Australia. Was this a necessary reaction to World events or a calculated political move to ensure continued Liberal/Coalition electoral success?

**References:**

**Primary Sources:**

Monographs:

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Question 7:
Discuss the changes to education in Australia during the Menzies years. Why were such measures considered necessary?

References:
Monographs:


**Journal Articles:**


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**Question 8:**

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

**References:**

**Primary Sources**


**Monographs.**


**Journal Articles:**


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**Question 9:**

Examine and evaluate Australia's role in the British atomic program prior to 1957? What were some of the issues that arose as a result of involvement in the “Joint Project”? Consider here matters such as safety, security and defence policy.

**References:**

Tutorial Readings week 9.

**Primary Sources:**

National Archives of Australia.

**Monographs:**


Journal Articles:

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Question 10:
Examine Australia-Indonesia relations from either c1945-1949 or 1950-1963. What issues defined Australian policy during this time?

OR
Evaluate Australia's position with respect to Indonesia's incorporation of Portuguese East Timor c 1975.

References:
Primary Sources:


National Archives of Australia.

Monographs:
Australia-Indonesia relations:


Dennis, Peter and Jeffrey Grey. Emergency and Confrontation: Canberra: AGPS, 1996(R3).

Dennis, Peter. "Australia and Indonesia: The Early Years." In Australia and the End of Empires, 43-52.


**Journal Articles:**


**Timor:**

Tutorial Readings Week 10.

**Monographs:**


Goldsworthy, Facing North. Ch 7 and Ch. 8[R].

Greenwood and Harper. *Australia in World Affairs, 1961-65.* Ch. 10[R3].


**Journal Articles:**


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**Question 11:**
Discuss the growth of two social movements in Australia during the 1960s. Consider whether this development was the result of Vietnam war protests and/or overseas influences.

OR

Trace US - Australia relations from c 1951 to 1972. What were the key features of this relationship?

References:

Tutorial Readings Week 11.

Primary Sources:

Monographs:

Journal Articles:

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Question 12:
Assess the work of the Whitlam Government from 1972 to 1975 and give a reasoned account of "the dismissal," with reference to both Gough Whitlam and John Kerr's version of events.

References:
Tutorial Readings Week 12.

Primary Sources:


Monographs:
Bell, Coral. Dependent Ally [R].

Journal Articles:
Reynolds, Wayne. "Australia's Quest to Enrich Uranium and the Whitlam Government's Loans Affair."

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Question 13:
Why has there been debate, since 1975, about Australia's role in the region? Discuss with reference to issues such as immigration; APEC; regional security.

References:
Tutorial Readings Week 13.

Primary Sources:
Foreign Affairs and Trade Record (formerly Current Notes on International Affairs). - record of official pronouncements, diplomatic speeches etc.

Monographs:
Brawley, S. White Peril.


**Journal Articles:**


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**Question 14:**

Trace the evolution of one of the major political parties in Australia since 1900, highlighting the ideas behind its formation and key turning points in its development. An assessment of the key issues that have been considered by this party should also be addressed. Some case studies that you might consider include: the role of socialism in the twenties; Lang's response to the Depression; Post-War reconstruction; the ALP Split in the Fifties; the ideas behind the Liberal Party in the forties; Whitlam's new Labor constituency; the basis of the Country (National Party).

**References.**
**Monographs:**


**Journal Articles:**


