University of Newcastle
Faculty of Education and Arts
School of Humanities and Social Sciences
http://www.newcastle.edu.au/school/hss/

Student Focus are located at:
§ Callaghan
Level 3, Shortland Union, Callaghan
Office hours: 9am – 5pm
Room: MC127 McMullin Building
Level 2, Student Services Centre, Callaghan
Phone: +61 2 4921 5175 or 5172
Fax: +61 2 4921 6933
Ground Floor, University House, City
Email: Humanities-SocialScience@newcastle.edu.au
Web: www.newcastle.edu.au/school/hss/
Ground Floor, Administration Building, Ourimbah

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HIST1020 - Australia in the Twentieth Century
Course Outline

Course Co-ordinator: Associate Professor Wayne Reynolds
Phone: +61 2 49 2 15214
Fax: +61 2 49 2 16940
Email: wayne.reynolds@newcastle.edu.au
Consultation hours: Tuesday 9-10
Semester 2
Semester 2 - 2006
Unit Weighting: 10
Teaching Methods:
Lecture: Tuesdays 11-1
Tutorials:

Course Overview
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 12 Weeks

Learning Materials/Texts
No set text
Workbook

Course Objectives
Students will be expected to demonstrate an understanding of the key substantive issues in the history of Australia 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 Outline Issued and Correct as at Week 1 Semester 2, 2006
CTS Download Date: 27 April, 2006
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, totaling 1,000 - 3,000 words, 50 - 70% |
| 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% |

Assumed Knowledge
None

Callaghan Campus Timetable

HIST1020

AUSTRALIA IN THE 20TH CENTURY
Enquiries: School of Humanities and Social Sciences

Semester 2 - 2006
Lecture and Tutorial Timings:
- Tuesday 11:00 AM – 1.00 PM [V02] Shared with HIST1901
- Tuesday 1:00 PM - 2:00 PM [V103] Commencing Week 2 - Shared with HIST1901
- Tuesday 2:00 PM - 3:00 PM [GP1-30] Commencing Week 2
- Tuesday 3:00 PM - 4:00 PM [V103] Commencing Week 2
- Tuesday 4:00 PM - 5:00 PM [GP1-30] Commencing Week 2
- Tuesday 5:00 PM - 6:00 PM [V 25] Commencing Week 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.

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 - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html
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;
- 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.

**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:

- Minor Essay [1000 words]
- Major Essay [2000 words]

Prior to final submission, all students have the opportunity to submit one draft of their major assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted.

**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 coversheet:** All assignments must be submitted with the University coversheet:
  

- **Assignments are to be deposited at any Student Focus.** Focus are located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah

  Any changes to this procedure will be announced during the semester.

- **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. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, 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 hard copy and on disk.

**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.

**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.

**Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being
awarded. Students may also appeal against their final result for a course. Please consult the University policy at:  

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Referencing Style
In this course, it is expected that you 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:  

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 unless the Course Coordinator approves an extension of time for submission of the item. As stated above, 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 on the prescribed form.

Students wishing to apply for Special Consideration or Extension of Times should obtain the appropriate form from the Student HUBS.
Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:  

Changing your Enrolment
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:  
For semester 2 courses: 31 August 2006
Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the School Office.
To change your enrolment online, please refer to  
http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details
Faculty Student Service Offices
The Faculty of Education and Arts  
Room: GP1-22 (General Purpose Building)  
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer  
Phone: 492 15806  
Fax: 492 17151  
resolutionprecinct@newcastle.edu.au
**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.

Various services are offered by the University Student Support Unit:


**Web Address for Rules Governing Undergraduate Academic Awards**


**Web Address for Rules Governing Postgraduate 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 49 21 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:


**Student Representatives**

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**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 can be found at:

<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>
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<tr>
<td>3</td>
<td>31 July</td>
<td>Australia, 1900-1914.</td>
<td>White Australia</td>
<td>Australia and Asia 1901-</td>
</tr>
<tr>
<td>4</td>
<td>7 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>5</td>
<td>14 August</td>
<td>The Great Depression.</td>
<td>The Battle of the Plans.</td>
<td>The people and the government.</td>
</tr>
<tr>
<td>6</td>
<td>21 August</td>
<td>The Second World War.</td>
<td>Women and the War Effort.</td>
<td>Women and “total” War.</td>
</tr>
<tr>
<td>Semester</td>
<td>Recess</td>
<td>3 October to 13 October</td>
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<tr>
<td>12</td>
<td>16 October</td>
<td>The Whitlam Government. 17 October—5 pm.</td>
<td>Whtlam and the Intelligence Crisis.</td>
<td>The Whitlam Era</td>
</tr>
<tr>
<td>14</td>
<td>30 October</td>
<td>Class Test. Normal Lecture Venue</td>
<td>Class Test and time</td>
<td>No Tutorials.</td>
</tr>
</tbody>
</table>

General Information:

Course Coordinator: Associate Professor Wayne Reynolds
Contact Details: MCLG 25 /49215214 / wayne.reynolds@newcastle.edu.au
Consultation Time: Tuesday 9-11 pm
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 must be attempted.

Lectures:
Lectures will be held on Tuesdays from 11-1 in lecture theatre VO2. There is a correlation between lectures and tutorials so students are encouraged to attend lectures. These will also be taped, whenever possible, and placed in the Short Loans section of Auchmuty Library.

Assessment Tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>Throughout the course. Mark is based on participation and oral presentation (see below).</td>
</tr>
<tr>
<td>Minor Essay [tutorial paper] 1000 words.</td>
<td>25%</td>
<td>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 17 October 5pm. Lodge with the relevant Student HUB.</td>
</tr>
</tbody>
</table>

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 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 5 to 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, based on the general discussion question for the week you present, is to be handed in one week later (or mailed with that day’s date stamp) The idea here is to present a clear summary of the issues, the lectures and the readings.

This component of the course, due at the beginning of Week 12 (Tuesday 5pm.) 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 at the beginning of the Workbook). **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 page for a general bibliography and research guide to the course.

Referencing/Bibliography:
Your essays should be your own work and particular attention must be paid to the correct referencing of all written work. **Note** the Universities Policies, Procedures & General Information at the beginning of the Course Outline. See the essay writing guide at the beginning of the workbook, 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 (see CTS entry page 4 of 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 14, 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.

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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. Monographs and published Primary Sources are listed in Newcat and can be found by using either Word, Subject, Author or Title. Most of the necessary Journals, which are listed below, are now on electronic databases. These are also accessed through Newcat, using Journal Title. 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:


Monographs-
General:

Specific:
Aborigines and Migrants:

Politics:

War and Foreign Policy:

Women:
Holmes, Katie and Marilyn Lake, eds. Documents on Women in Modern Australia. Sydney: Allen & Unwin, 1994 [R].

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
History of Education
The Journal of the Royal Australian Historical Society
Labor History
Quadrant
War & Society
PROGRAMME OF 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 do nots 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.

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 marked an outpouring of imperial sentiment with marked reservations about the fate of the new nation left alone in the Asia-Pacific. The various symbols of attachment to Empire, which marked film, popular culture and the outlook of the elite in the first half of the century, will also be surveyed.


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. 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:
Australia and the Empire
Allocation of tutorial topics.

Readings:

Questions to Consider:
1. Was Federation an act of independence?
2. How strong was republican sentiment in Australia at this time or did the attachment to empire override such views?
3. Why was Australia paying a naval subsidy to Britain? What was Deakin’s response to this issue?
4. 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** [tutorial paper]: To what extent did Australia develop an identity separate from Britain in the early Twentieth Century?

WEEK 3:

**Lecture 1:** Australia, 1900 - 1914.

This lecture will provide an overview of Australian society at the turn of the century with reference to population, the economy and social classes. Australia was a vast continent with a small population. Although the colonies had been widely separated and did not bring to Federation a sense of unity the white population was homogenous and dominated by Anglo-Saxon culture. Schools were modelled on those in Britain and the social elite still sought places at the more prestigious English universities for their offspring. Society itself was largely urban, although the economy was dependent on rural exports, especially wool.

**Lecture 2:** White Australia.

In 1900 Australia adopted a restrictive immigration policy that remained in place until 1966. Non-white immigrants were not allowed into Australia, even though this embarrassed the British government, which ruled over a multi-racial Empire. Australia’s determination to retain this policy was clearly demonstrated at the League of Nations after World War I and at the United Nations after World War II. Throughout this period Aboriginal Australians were marginalised or integrated into white society.

**Lecture Readings:**

**Tutorial:** Australia and Asia 1901-

**Readings:**
Russell and Chubb, One Destiny, 96-111.

Questions to consider:
1. Why did Australia pass the Immigration Restriction Act in 1901?
2. Was there initial resistance to this Act and if so, who opposed it?
3. Why was the dictation test introduced?
4. Were further restrictive measures taken to halt Asian migration?
5. Why were the Chinese more vulnerable than other Asian people, such as the Japanese or people from India?
6. Andrews argues that the Australian government’s aim was to force the Chinese out of the country. Do you agree?
7. How did the government and society treat Chinese people who remained in Australia after 1901?
8. What measures did the Chinese who remained in Australia after 1901 take to have the Immigration Restriction Act modified?
9. Why were many Australians more preoccupied with Japan and not China after 1902?
10. Did opposition to Australia’s restrictive immigration policy continue?

**General discussion** [tutorial paper]: Did Australia’s adoption of the White Australia policy imply racial superiority over all Asian people or was the issue more complex?
WEEK 4:

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:
Macintyre, A Concise History, 155-166 and The Succeeding Age, 142-167.

Tutorial: Anglo-Australians Defence and “other people’s wars.”

Readings:
Souter, Lion and Kangaroo, 181-187, 308-329[R].

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 did the Australian government attempt to increase the Australian Army after 1915? Why was such a move considered necessary?
5. What was the general response to the government’s proposed policy?
6. What were the major political and social consequences of WWI for Australia?

General discussion [tutorial paper]: Is the view that Australia has always been involved in “other people’s wars” too narrow?

WEEK 5.

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 and The Succeeding Age, 251-324.

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

Readings:
Macintyre, The Succeeding Age, 252-265, 275-295[R].

Questions to Consider:
1. What was the economic situation in Australia prior to 1929?
2. What concerned British banker/economist Otto Niemeyer about the Australian Economy?
3. What was his general advice to the Australian government and why was it so important in 1930?
4. What were the main elements of the Lang Plan?
5. In what way did it differ from the Premiers’ Plan?
6. What measures did the Australian government enact to offset the hardships that the Great Depression brought to ordinary Australians? Were these adequate?
7. What were some of the basic problems Australian people faced during this time?
8. Was economic hardship experienced by all Australians?
9. Did economic adversity bring people together or did it accentuate class divisions?

General discussion [tutorial paper]: Was the Lang Plan a viable alternative for Australia?

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WEEK 6:

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.”

**Reading:**
Joanna Penglase, and David Horner, When War Came to Australia: Memories of the Second World War (Sydney: Allen & Unwin, 1992), 137-166: 221-223[R3].

Questions to Consider:
1. Were Australian women conscripted into the workforce? If so, why?
2. How did women in general feel about being in the industrial workforce?
3. Just as importantly, how did males react to women working in industries?
4. What were conditions like for women in wartime employment? Here, consider salaries, Occupational Health and Safety?
5. Why did the government consider it necessary to have identity cards for people over a certain age?
6. What was the Women’s Land Army? Was this service vital to the war effort?
7. Why is meant by “Living Two Lives”?
8. At war’s end both men and women were demobilised. What impact did this move have on women in the workforce?

**General discussion** [tutorial paper]: Which woman, in terms of her reaction to the war, did you find most interesting? Why? Did the war mark a lasting transition for the status of Australian women?

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**WEEK 7:**

**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 the 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:**
David Lowe, Menzies and the ‘Great World Struggle’ (Sydney: UNSW Press, 1999), 120-128.

Questions to Consider:
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?
6. Was there a genuine security crisis in Australia c. 1948-1954?

**General discussion [tutorial paper]**: Did Evatt's defence of the Communist Party destroy his political career? What were the long term consequences of his actions for the ALP?

**WEEK 8:**

**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” but 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, teacher's colleges and universities.

**Lecture Readings:**


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**Tutorial:** A Golden Age?

**Readings:**

Macintyre, A Concise History, 217-224.


Questions to Consider:

1. What factors contributed to the long term electoral success of the Menzies government?
2. What were the main characteristics of the education system in these years?
3. Why did Menzies emphasise the need for increased educational standards?
4. Did changes to education benefit all Australians?
5. What were the main features of living in the suburbs?
6. Was there a down side to suburban living, especially for women?
7. What was living in Australia like for post World War II migrants from Europe?

**General discussion [tutorial paper]**: The Menzies years are often referred to as a “Golden Age.” Why? Are there any problems with this image?
WEEK 9:

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?

WEEK 10:


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 move 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:**
Bolton The Middle Way, 148-188; Gordon Greenwood, Approaches to Asia; Australia’s postwar policies and attitudes (Sydney: McGraw Hill, 1974), 303-307; 322-337.

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**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?  
7. How and why did Canberra’s view on Indonesia and Timor change after 1975? Why?

**General discussion** [tutorial paper]: Should the Australian government have placed bilateral relations with Indonesia before the wishes of the Timorese for independence?

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**WEEK 11:**

**Lecture 1:** The War in Vietnam.

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.

**Lecture 2:** Australian Protest Movements, mid 1960s to early 1970s.

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. Why did some people consider the 1960s as a challenge to “decent” values?
2. What was the link, in Cochrane’s view, between changes in capitalism and the development of a more permissive society?
3. Did Marxism play a role in the instability of the Sixties?
4. Were the protests of the Sixties essentially a rebellion by young people?
5. What factors fuelled the development of a radical student movement between 1966 and 1967. Why were these years so important?
6. Why did radical students turn away from the ALP over the Vietnam War?
7. How did the police view demonstrators? What was the concern for the authorities here?

General discussion [tutorial paper]: Was there a connection between the Vietnam War protests and the growth of movements such as Feminists, Aboriginal Rights and Gays, in Australia during the period c.1965-1972? Did other factors contribute to the development of these movements?

MAJOR ESSAY- DUE WEEK 12-Tuesday 17 October - 5pm

WEEK 12:

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:


Readings:
Coral Bell, Dependent Ally: A Study in Australian Foreign Policy. 2nd ed. (Sydney: Allen & Unwin, 1988), 104-131[R].

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?
6. How does Kerr explain the dismissal? Is his explanation valid?
7. What does Whitlam have to say about the reasons for his dismissal?

**General discussion [tutorial paper]:** What were the major issues in the dismissal of the Whitlam government? Why did the Australian people fail to re-elect it in 1975?

WEEK 13:

**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.

There will also be a survey of next week’s test at the end of the lecture.

**Lecture Readings:**

**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?”
5. Was the “problem” of Asia addressed in the last two decades of the 20th Century. 1975? If so, how?
6. **General discussion [tutorial paper]:** Is education the answer to Australia’s “problem” with Asia or are there other factors involved?
WEEK 14: Class Test - Normal lecture time and venue.

MAJOR ESSAY QUESTIONS:

Question 1:
Discuss the key factors in Australia’s decision to federate in 1901? How important was reorganisation of imperial defence to the outcome?

References:
Tutorial Readings Week 2.
Monographs:
Journal Articles:
Primary Sources:

Question 2:
Discuss Australia’s immigration policy from 1901-1939. Why did Australians, such as Billy Hughes, consider it necessary to adopt and to maintain a “White Australia” Policy?

References:
Tutorial Readings Week 3.
Monographs:
Journal Articles:

Primary Sources:
Clarke. Select Documents in Australian History.

Question 3:
What is the ANZAC legend and why did it develop after 1915? How representative is it of Australia’s military contribution to World War I?

References:
Tutorial Readings Week 4.
Monographs:

Journal Articles:

Primary Sources:

Question 4:
Assess the political, economic and social effects of the Great Depression on Australia and its people?

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].
Question 5:
What were some of the lasting effects of the Second World War on Australia? Discuss with reference to such issues as culture, employment, welfare, politics and foreign and defence policies, post 1945.

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

Monographs:
Buckley, Roger, Barbara Dale and Wayne Reynolds. Doc Evatt: Patriot, internationalist fighter and scholar.
White, Richard and Penny Russell eds. Memories and Dreams: Reflections on Twentieth Century Australia.
Journal Articles:
Primary Sources:

Question 6:
From 1949 to 1955 the Menzies' government conducted a “war” against the Communist Party in Australia. Assess its reasons for doing so.

References:
Monographs:
Question 7:
Discuss the changes to education in Australia during the Menzies years. Why was such reorganisation considered necessary?

References:
Monographs:

Journal Articles:
Question 8:
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:
Monographs.
-------The Great Divide: Immigration Politics in Australia. Sydney: Duffy and Snellgrove, 1999[R].
Journal Articles:
Primary Sources

Question 9:
Discuss Australia’s role in the British atomic program prior to 1957? What were some of the issues that arose as a result of this involvement in the “Joint Project”? (Consider here such matters as safety, security and defence policy).

References:
Tutorial Readings week 9.
Monographs:
Question 10:
Discuss Australian-Indonesian relations from either 1945-1949; 1950-1963. What issues defined Australian policy during this time?

or

Assess Australia’s position with respect to Indonesia’s incorporation of Portuguese East Timor c.1975.

References:
Monographs:
Australia-Indonesia relations:
----------“Up the Creek without a Paddle.” In Menzies in War and Peace, ed. Frank Cain, 55-71. St. Leonards: Allen & Unwin, 1997[R3].
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:

Primary Sources:
National Archives of Australia, Canberra.

Timor:
Tutorial Readings Week 10.
Monographs:
Goldsworthy, Facing North. Ch 7 and Ch. 8[R].


Journal Articles:

Primary Sources:
National Archives of Australia.

Question 11:
Assess the impact of the Vietnam War on Australian society with respect to student and other protest movements.

or

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

References:
Tutorial Readings Week 11.
Monographs:


J Articles:

Primary Sources:

Question 12:
Assess the work of the Whitlam Government from 1972 to 1975 and discuss the various arguments relating to its dismissal.

References:
Tutorial Readings Week 12.
Monographs:
Bell. Dependent Ally [R].
J Articles:

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.
Monographs:
Brawley, White Peril.
Greenwood, Approaches to Asia, Chs. 4, 9.


Journal Articles:


Primary Sources:

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


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:


Question 15:
Discuss the view that Australia relied totally on Imperial Defence before the Japanese invaded Singapore. Assess with reference to the argument that Australia had in fact developed close ties with Japan during the 1930s.

References:
Monographs:


Jones, Paul and Vera Mackie, eds. Relationships: Japan and Australia 1870s-1950s. Parkville: History Department, University of Melbourne, 2001[R].


Journal Articles:


Journal Articles:

Primary Sources:
Documents on Australian Foreign Policy.
National Archives of Australia.