HIST3200 – History of Australian Foreign Relations: Australia & the Great Powers
Course Outline

Course Co-ordinator: Associate Professor Wayne Reynolds
Room: MCLG 25 McMullin Building
Ph: +61 2 49 2 15214
Fax: +61 2 49 2 16933
Email: wayne.reynolds@newcastle.edu.au
Consultation hours: Tuesday 10-12
Semester: Semester 1 - 2010
Unit Weighting: 20
Teaching Methods: Lectures: Wednesday- 8-10
Seminars/Workshops: Wednesday 11-1; 2-4; 4-6

Brief Course Description
Traces the foreign relations of Australia in the context of major international developments from the middle of the eighteenth century to the present day. The course is divided equally between an assessment of Australia's relations with Britain and one of relations with the USA. There will be scope for specialisation on Australian aspects as well as British and American aspects of foreign relations.

Contact Hours
Lecture - 2 Hours per Week for the Full Term
Seminar/Workshop - 2 Hours per Week for the Full Term

Learning Materials/Texts
Course Reader

Course Objectives
Students will be expected to: demonstrate an understanding of the key issues in the history of Australian foreign relations; analyse documents and a variety of source materials; recognise the different themes in history (diplomatic, military, economic, social) and synthesise sources in oral and written form.

Course Content
Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 14 January 2010
The initial focus is on the importance of British Empire to Australia from the first settlement to Australia's reaction to Britain's decision to withdraw east of the Suez in 1967. The course then traces the origins of Australia's relations with the United States, assessing the intelligence, defence and trade relationship from the Second World War to the present day. ANZUS, Vietnam and the role of US bases in Australia will be points of particular emphasis. Finally, there will be an assessment of Australia's dependence on 'Great and Powerful Friends, in the period since 1975.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
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<tbody>
<tr>
<td>Examination: Class</td>
<td>Class test, 15%</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Major research essay, 3500-4000 words, 50%</td>
</tr>
<tr>
<td></td>
<td>Seminar paper, 1500 words, 20%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Oral presentation and participation in seminar discussions, 15%</td>
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</tbody>
</table>

Assumed Knowledge

20 units in History at 1000 level or equivalent.

Callaghan Campus Timetable

HIST3200
His of Aus Fgn Rel: Aus & GP
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Lecture: Wednesday 8:00 - 10:00 [V101]
and Tutorial: Wednesday 11:00 - 13:00 [MC132]
or Wednesday 14:00 - 16:00 [W218]
or Wednesday 16:00 - 18:00 [W218]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment.
Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may:

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

RE-MARKS AND MODERATIONS

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

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

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website:
www.newcastle.edu.au/services/disability

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

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 go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

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. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Singapore students</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td></td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

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<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Ourimbah</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The Dean of Students</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone: 02 4921 5806;</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
IMPORTANT INFORMATION FOR STUDENTS

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://www.newcastle.edu.au/study/enrolment/regdates.html

NB: Registrations close at the end of week 2 of semester.

Online copy submission to Turnitin
Students are required to provide written assessment items in electronic form as well as hard copy. 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/

- Minor Essay – [1500 words]
- Major Essay – [3500-4000]

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.

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/
- By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah

- Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Referencing Style
In this course it is expected that students use the Chicago referencing system for referencing of 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.

For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

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

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

No Assignment Re-submission
In this Course Students who have failed an assignment are not permitted to revise and resubmit. 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.

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.


Blackboard
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

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
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<tr>
<th>WEEK</th>
<th>BEGINNING</th>
<th>LECTURE 1</th>
<th>LECTURE 2</th>
<th>SEMINARS AND WORKSHOPS</th>
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<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>Course Outline: Overview</td>
<td>The Study of Australian Foreign Relations</td>
<td>No Seminars or Workshops</td>
</tr>
<tr>
<td>2</td>
<td>8 March</td>
<td>The British Empire, 1756-1815: An age of Greatness</td>
<td>British Naval Power as the Basis for Australian Settlement.</td>
<td>Workshop: Themes and issues in the course. Selection of topics for seminar presentations.</td>
</tr>
<tr>
<td>4</td>
<td>22 March</td>
<td>The Empire between Wars.</td>
<td>Australia-Isolation and Appeasement.</td>
<td>Seminar: 1. The Importance of Empire to Australia. 2. Was Australia sympathetic to Hitler?</td>
</tr>
<tr>
<td>6</td>
<td>12 April</td>
<td>Turning to the US, 1941-1945.</td>
<td>Ties that Bind: Australia and Britain after Singapore.</td>
<td>Seminar and Workshop: Assessing Curtin’s turn to the US.</td>
</tr>
<tr>
<td>8</td>
<td>26 April</td>
<td>The Great Powers in the Atomic Age.</td>
<td>Australia’s Bid for the Atomic Bomb.</td>
<td>Seminar: An Australian Atomic Bomb?</td>
</tr>
<tr>
<td>11</td>
<td>17 May</td>
<td>Whittam’s Foreign Policy.</td>
<td>Australia -Terrorism</td>
<td>Seminar: Assessing Whittam’s Foreign Policy.</td>
</tr>
<tr>
<td>13</td>
<td>31 May</td>
<td>CLASS TEST</td>
<td>1 HOUR</td>
<td>No Seminar.</td>
</tr>
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</table>

**General Information:**
Course Coordinator: Associate Professor Wayne Reynolds.
Contact Details: MCLG 25/ 49 215214/ wayne.reynolds@newcastle.edu.au
Consultation Times: Tuesday 10-12
COURSE OUTLINE AND REQUIREMENTS.

Brief Course Description:
This course traces the foreign relations of Australia in the context of major international developments from the middle of the eighteenth century to the present day. The course is divided equally between an assessment of Australia's relations with Britain and the United States Of America (US). There will be scope for specialisation on Australian, British and US aspects of foreign relations.

Course Content:
The course looks at Australia's foreign relations in the context of major international developments from the middle of the Eighteenth century. The initial focus will be on the importance of British naval power and the development of an Eastern Empire as important factors in the early history of Australia. This will be followed by an assessment of Australia's reaction to the decline of British power from the Eighteen Eighties to Britain's decision to withdraw from the East of Suez in 1967. An important part of this section will survey the development of nuclear weapons and missiles in Australia in the Nineteen Fifties. The course will also trace the origins of Australia's relations with the United States of America, assessing intelligence, defence and trade relationships from the Second World War to the present. ANZUS, Vietnam, and the role of US bases in Australia will be points of particular emphasis. Finally, there will be an assessment of the so-called "Howard Doctrine;" September 11; George W. Bush and wars of pre-emption; and Australia's dependence on `Great and Powerful Friends' since the end of the Cold War c.1989.

Course Objectives:
Students will be expected to demonstrate an understanding of the key issues in the history of Australian foreign relations; analyse documents and a variety of source materials; recognise the different themes in history (diplomatic, military, economic, social) and synthesise sources in both oral and written form.

Purpose of Courses in Foreign Relations.
Courses in the History of Australian Foreign Relations provide a link between the survey of Australian History subjects currently offered at 1000 Level and the Honours option on Issues in the History of Australian Foreign Relations. The courses provide students with a study of the history of Australian Foreign Relations at a time of rising interest in the area. The extensive publications by the various Foreign Affairs Departments in the US, Australia, Canada, Britain and New Zealand ensure that there is an abundant stream of primary sources. There is strong interest from the press in documents released annually under the Thirty Year rule. Australia is, arguably, in between the age of Anglo-Saxon “Great and Powerful Friends” and one of much stronger identification with the immediate region. These courses put this developing debate into this perspective.

To date we have produced a healthy stream of Honours and Post Graduate Students in this field with some finding employment in the Department of Defence, Foreign Affairs and Trade, the ANU research schools and elsewhere. Others study the subjects for a broad and different study of Australian history.

The approach is based on choice rather than compulsion. The philosophy of the course is to allow you to get your teeth into areas of interest and enjoyment. Some students will want to focus on the US as opposed to the UK. Others will be interested in the global issues rather than the Australian. There is also scope to do book reviews, document analysis (including much of which is now on-line from the National Archives, the US State Department and so on), biographies, policies and themes.

Lectures:
Lectures are held on Wednesdays in Lecture Theatre V101. There is a strong correlation between lectures and seminars so students are encouraged to attend lectures. Lecture summaries will be will be placed on Blackboard.

Assessment Summary:
Please note that all assessment tasks must be attempted. You cannot pass the course by gaining a total of 50% for less than the identified number of tasks.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight %</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Major Research Essay[3500-4000 words]</td>
<td>50%</td>
<td>Due Wednesday 12 May, 2010. 4pm. Hand to lecturer or as advised.</td>
</tr>
<tr>
<td>Seminars/Workshops</td>
<td>15%</td>
<td>1 Oral presentation and participation in seminar discussions throughout the course.</td>
</tr>
<tr>
<td>Seminar Paper[1500 words]</td>
<td>20%</td>
<td>Due one week after seminar presentation [hand to tutor]</td>
</tr>
<tr>
<td>Class Test 1 hour [open book]</td>
<td>15%</td>
<td>1 essay [750 words or more] lecture venue and time.</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
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</table>
Workshops/Seminars:
Held weeks 2-12 inclusive- Wednesday 11-1[MC132] 2-4; 4-6 [W218]

- **Preparation:** For Seminars/Workshops you are advised to read the relevant material in the Course Readings.
- **Attendance** at seminars/workshops is vital and a record of attendance is kept. Students will be asked to sign an attendance sheet which will be circulated at the beginning of the seminar. If more than two are missed a written summary of seminar readings, for the missed week, is required. It should also be stressed that seminars/workshops are the place to sort out any problems with lectures and so on, so there are built in advantages in ensuring that you attend. Please note that sometimes we will be doing a Workshop as opposed to a seminar. These are designed to address a particular set of skills - such as document analysis - or to look at issues or concerns associated with the course. The usual format will be a period to allow for discussion of any areas of concern (something not clear in a lecture, a problem with the course) followed by the seminar.

**Seminar participation:**
A mark out of 15% will be given when the major essay is returned in Week 13. The criteria to assess participation includes:
- Demonstration that material in the Course Readings has been read and the questions considered.
- Considered responses and a capacity to evaluate comments put forward in the seminar.
- Leadership role (but don’t speak for the sake of speaking) in discussion, even when not presenting that week.
- Originality and quality of analysis.
- Capacity to relate the seminar to other aspects of the course.

**Seminar presentation:**
The topic will be related to the preceding lecture and to the readings for the week. You are asked to speak [not read] on the topic for approximately 15 minutes when you will address the main issues. The presentation will be followed by group discussion and questions.

**The Seminar paper** [1500 words], based on seminar/presentation question - due the week after the oral presentation. The idea here is to allow you time to reflect on comments made during the relevant seminar.

**Note** - While a key factor is to demonstrate a good analysis of the material in the Course readings the paper must be presented as a minor research essay with correct footnotes (Chicago style) and bibliography.

**Major research essay** [3500-4000 words]:
This component of the course, due week 10 (Wednesday 12 May) should be a widely researched and concise discussion, written in clear, error free prose. Essay questions, which are in the back of the Course Outline, are designed to allow specialist research in each area. You also have the right to negotiate a topic of your own with me, which will be subject to adequate sources and an agreed form of words in the title. Re-submission or re-marking of essays is not permitted.

**Assessment Criteria** for written work:
- Knowledge [understanding concepts, coherence, breadth of understanding].
- Analysis [originality and strength of argument, use of a variety of sources, judgement of sources, criticism of different authors].
- Writing [planning, style, paragraphing, punctuation, footnoting, consistency].

**Particular attention** must be paid to the correct referencing of all written work. (See page 4)

**Late penalty for written work:**
See page 5. Note – no written work will be accepted after week 13, unless a specific extension has been granted.

**Class Test- 1 hour** [Open Book]:
This final component of the course is held in week 13—lecture venue. The test is designed to assess knowledge and analytical skills. The topics are drawn from the course as a whole (including both course long themes as well as particular topics covered in individual lectures) and will allow students a wide choice.

*IF YOU HAVE ANY PROBLEMS, IN RELATION TO THE COURSE, PLEASE CONSULT WITH ME.*
**Introductory Texts for the Course:**

**Research Guide/References:**
This course will introduce you to the files which lie at the heart of Government policy on foreign affairs. A particular feature of Foreign Relations courses is the use of Australian Government records. The National Archives of Australia (NAA) allows you to access many documents on-line.

Further published primary and secondary sources/references are listed at the back of Course Outline, with the Major Essay topics. The list is not exhaustive and you are encouraged to conduct your own research. To avoid a shortage of texts a number of monographs have been placed on 3 day reserve [R3] while others are in Short Loans[SL].

There are also several journals [most online] that record Australian developments in the area. Some examples are: *Current Notes on International Affairs; The Foreign Affairs Record; Australian Journal of Politics and History; Journal of Strategic Studies; Journal of Imperial and Commonwealth History; The Diplomat; The Journal of International Affairs; and War and Society*

**Some concepts, definitions and terms.**
*Appeasement*: Settling international conflicts by granting concessions to a nation that threatens action. The most famous example was British Prime Minister Neville Chamberlain’s decision to not fight Hitler in 1938 but rather grant territorial concessions in the hope that this would avert war.

*Bilateralism*: Diplomacy that depends on dialogue by two countries, such as the United States (US) and Australia. Sometimes they may be bound by a bilateral alliance (ANZUS today).

The opposing (or some would say complementary) approach is- *Multilateralism*- where emphasis is placed on organisations that represent world opinion - such as the *League of Nations* (1919-1939) and the *United Nations* (the UN) formed in 1945.

*Consulate*: A low level diplomatic contact usually with a particular job - trade, culture. Australia’s first links with the US were through trade commissioners or trade consuls.

*Dominion Status*: A special category of membership of the British Empire accorded to “White” settler communities, such as Canada, Australia, South Africa, New Zealand, Newfoundland. The doctrine was formally promulgated in 1926 by Britain’s David Balfour (Dominion Secretary - a sort of Foreign Secretary for the Dominions). The British call their Foreign Minister the *Foreign Secretary*.

The Americans refer to the position as Secretary of State.

*Embassy*: A Diplomatic Mission representing foreign governments. *Embassies* provide a wide range of functions (via military and cultural attachés, immigration officials, research and analysis, diplomatic officers or “secretaries”). Headed by an “Ambassador” or “Minister”. Embassies in British Commonwealth (formally British Empire) countries are called “High Commissions” and are headed by High Commissioners.

*Liberal Internationalists*: Groups that emphasise collective approaches to world problems

*NATO*: North Atlantic Treaty Organisation. This is a military alliance that requires all members to treat an attack on one member as an attack on all. It was formed by the US in 1949 to keep Communism out of Western Europe.

*SEATO*: South East Asia Treaty Organisation was formed in 1954, to combat Communism in Asia. It was much weaker than NATO in that the US did not provide garrisons in all member states or guarantee to defend member states if these were attacked. In this sense it was similar to ANZUS, the Australia, New Zealand and US alliance of 1951.

*Sterling Bloc*: Named after the British currency Sterling (denominated by the Pound - £). Australia was a member of this bloc until 1966 when it adopted the dollar. The Sterling Bloc gave Australia certain trade privileges, such as *Imperial Preference*, whereby its goods were allowed into Britain virtually tax free. Other nations that were not members of the Bloc had to pay taxes or tariffs, thereby making their goods more expensive. When Britain entered the European Economic Community (EEC - today simply the EU or European Community) this advantage was lost. In fact Australia was confronted with European taxes against its goods (as a result of the *Common Agricultural Policy*).

*Treaty of Versailles*: Formal Treaty in 1919 which officially marked the end of the First World War.
**Secretariat:** The administrative wing of the UN headed by the Secretary General, elected by all member states. While there is much to do the Secretariat, along with the UN at large, has never been adequately resourced.

**The Security Council:** Five “Permanent” nuclear-armed Security Powers (all nuclear-armed: USA, Russian, China, France, UK) plus six elected “Non-Permanent” members (for two years - usually elected to represent various regions). It is charged with keeping the peace. The first UN action was in Korea in 1950 - 53 when member nations were called on by the Security Council to contribute forces to repel the North Koreans from the South. The Soviet Union could have vetoed this action but was at that time boycotting the Council because the US would not allow China to assume its seat as a permanent member. Since then the veto has effectively stopped the functioning of the Security Council - most dramatically seen over the invasion of Iraq by the “coalition of the willing”. The “Big Five” permanent members all have a veto, a step though necessary to get a commitment by the major powers (which was assumed to be the reason for the failure of the League of Nations between the Wars, ie they could not veto action and therefore might get outvoted. USA, Japan and Germany therefore refused to join). The principle of representation here is functional - not all states are equal but rather can contribute to world security if they have sufficient military power. The problem is that the representation was decided in 1945. Therefore, is it still relevant today?

**The General Assembly:** Represents all member nations (although some are not members - Taiwan, which is seen diplomatically as a province of China; and in the past South Africa because of its policy of Apartheid). The principle here is democratic but the General Assembly has no direct responsibility for international security. It has become, however, a key source of debate which serves to create a sense of international opinion.

**ECOSOC:** The Economic and Social Council which delivers the many humanitarian services for the UN. The constituent bodies include UNICEF (Children’s Fund); UNESCO (Education and Culture), ECAFE (Far East development), WHO (World Health), IMF (International Monetary Fund) and World Bank.

**The Structure of Files in Foreign Relations:**
1. Cabinet Records: Minutes and Agenda; the highest level of Government. Cabinet represents the Ministers who are in charge of various Departments and is chaired by the Prime Minister. Ministers come to Cabinet with *Submissions* which require approval. If approved the minutes record the decision which then usually moves to form direction for Government policy. The agenda files of Cabinet contain not only the submission but all the background notes that went to form the submission - such as inter-departmental debate, inputs from overseas embassies, and differences of opinions between various sections of the Department.
2. Departmental Files: The Department of Foreign Affairs (in the past called also External Affairs and today Foreign Affairs and Trade - DFAT) also has files - usually correspondence files or reports from overseas embassies and High Commissions to Canberra or from research desks (for example there is a Pacific Desk which advises on that region, a trade section, a defence liaison section...). These provide in-depth analysis and reflect thinking of various analysts, but they do not always find their way to Cabinet. It should also be noted that other Government Departments are involved in forming foreign policy - such as Defence (much of foreign policy is about national security), the Intelligence Community, Treasury (which has to pay all Government bills and therefore is concerned about costing such things as foreign aid, spending on the UN...), Prime Ministers (which includes the peak intelligence body - the Office of National Assessments- that forecasts world affairs for senior members of the Government).
3. Hansard: Parliamentary Debates which record announcements and debates on Foreign Policy. These records are up to date and do not contain sensitive material (which is classed in grades from “Confidential” to “Secret” and “Top Secret”). In Australia most Government documents are released if they are 30 years old (the “Thirty Year Rule”) - on 1 January at the National Archives in Canberra.

**Timeline:**
- 1756-63: Seven Years War between France and Britain: foundation of the British Empire.
- 1788: Australian White Settlement.
- 1805: Battle of Trafalgar lays the foundation for British naval supremacy for next half century.
- 1850: Height of British Power.
- 1870: British withdraw garrison from Australia - beginning of imperial overstretch.
- USA, Germany and Japan all emerge to challenge Britain before 1914.
- 1929: Wall Street Crash and the beginning of Great Depression.
- United Kingdom power taxed.
- 1939: Beginning of World War II in Europe.
- 1941: First Australian embassies established in Washington DC, Tokyo.
Pearl Harbour: Pacific War against Japan begins.
1945: End of War War II, Europe and Pacific, and the formation of the UN.
1947: Beginning of the Cold War; US economic aid to Europe to defeat Communism.
1948: Australia’s Foreign Minister (Evatt) elected President of UN General Assembly.
1949: Labor, in office since 1941, loses election to Menzies’ Liberal Party.
    China falls to Mao Zedong’s Communists forces.
    Australia turns to “Great and Powerful Friend?”
    Formation of NATO.
1950-53: Korean War and the escalation of US containment of Communism to Asia/Pacific.
1952-1958: British atomic tests in Australia.
    Increased US involvement in South Vietnam.
1957: Anglo-US differences patched up, leading to ultimate withdrawal of UK forces from
    East of Suez (formally announced in 1967)/
    US naval communications base established at North West Cape, WA.
    (Whitlam sacked by Governor General 1975).
1975-1983: Malcolm Fraser’s Liberal/Coalition Party governs. Australia returns to the US Alliance?
    to Asia and opens up the economy.
1991: Collapse of the Soviet Union marks end of Cold War. The US now the only Superpower.
2001-: September 11 and the use of pre-emptive force.

WEEK ONE:

Lecture 1: Course Outline and Overview.
Lecture 2: The Study of Australian Foreign Relations.

The lectures this week will outline generally the issues in Australian foreign relations. A good overview of the
field can be found in Derek McDougall, Australian Foreign Relations. (South Melbourne: Longman, 1998)
and Gareth Evans and Bruce Grant, Australia’s Foreign Relations in the World of the 1990s (Melbourne:
Melbourne University Press, 1995). There will also be an overview of the course noting key turning points
and periods in our study. The main sources used in this field of study will also be discussed.

No Seminars or Workshops

WEEK 2:

Lecture 1: The British Empire, 1756-1815: An age of Greatness.
Lecture 2: British Naval Power as the Basis for Australian Settlement.

The lectures this week focus on the importance of the British Empire in the development of Australia. The
first lecture will survey the course of the Empire from the Seven Years War, 1756 - 63 to the American War
of Independence of 1776. It will be argued that British naval power provided an important context for
settlement in 1788. Only after the final defeat of the French navy in 1805 and the final demise of Napoleon in
1815 did the British concentrate on constructing a Far Eastern Empire, one that would replace the lost
colonies in the Americas.

The debate here is an old one. Was the founding of Australia more a function of imperial strategy than of a
desperate attempt to find an outlet for overcrowded prisons?

Workshop: Themes and issues in the course.
Selection of topics for seminar presentations.
British Naval Power

Reading:

This session will give students a chance to meet seminar companions. There will also be an introduction to the Workbook and discussion about the course generally. The assessment tasks – what is expected and so on will be highlighted. The lectures provide an overview and the assessment tasks are designed to develop student interest. Choice is the basis of this course this course so student selection of topics and themes will again be stressed.
A discussion on themes and issues in the course will be followed by selection of seminar topics for presentations. There will also be a brief discussion about the role of British naval power in Australian history with particular reference to the first settlement.

WEEK 3:

Lecture 1: The British Empire: Challenges and Overstretch, 1815-1919.

Lecture 2: Australia’s Place in the Empire, 1815-1919.

The lectures survey the development of British imperial and naval power from the defeat of Napoleon in 1815 to its peak in c.1850 and then to the First World War. The period after 1870 is generally seen as one in which Britain was challenged by new powers - Germany in Europe, the US in the Atlantic and Japan in the Far East. The first lecture will assess the nature of Britain’s eastern Empire after 1815, developing the theme that China and India were the main areas of interest, not Australia. Whatever the importance of Sydney as a back-up naval base in 1788, after 1819 Singapore was to develop as the hub in the British imperial system. The problem for the colonists was not one of developing an independent identity, but one of keeping Britain interested in the South Seas.

After 1870 the appearance of European powers in the Pacific, combined with increasing dangers in Europe, caused the colonists to focus on defence and regional policy. The issue was not independence, but rather of a new imperial relationship. When Australian Federation came in 1901 it was more an act of desperation than of independence. The extent to which the imperial connection remained dominant was reflected in both the Boer War and the Great War, both of which saw a commitment to the imperial cause from “down under”.

The final issue addressed in the lecture will be the impact of World War One on Australia’s relations with the Empire and especially the role played by Australia at the Versailles Treaty of 1919 which formally ended the Great War.

Revisionist History: Australia’s Independence Revisited.

Readings:

The discussion will be about Australian nationalism and the imperial idea. The first reading is designed to assess the extent to which Federation was an act of nationalism. The usual view is that there was a kind of half-way house called “Dominion status.”

Seminar Questions / Seminar paper

1. How important was the Empire to Australia in 1901? To what extent did Federation give Canberra control of External Affairs?

2. What was the importance of Australian representation at the Treaty of Versailles? What were the aims of Billy Hughes at this conference and did these reflect an Australian foreign policy?
WEEK 4:
Lecture 1: The Empire Between the Wars.

Lecture 2: Australian Isolation and Appeasement.

The lectures this week will assess the decline of British power between the wars and the dilemma that this caused for Australia. In the wake of Britain's inability to maintain its vast Empire, a classic problem of imperial overstretch, Australia was left with little option other than to counsel appeasement.

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Seminar and workshop: The Importance of Empire to Australia. Was Australia sympathetic to German and Italian expansionism? Analysis of government documents

Readings:
1. Selected Documents. These have been included with the purpose of introducing students to government documents and document analysis

Seminar Questions / Seminar Paper
1. What were the main developments in Australian foreign relations in the period from 1919 to 1926? Was Australian foreign policy one of merely following Britain during this period?
2. Why does Andrews conclude that Australia adopted a policy of isolationism at the time of the Munich Crisis in 1938? Did Australia follow Britain’s policy of appeasement or did it have a separate agenda?

WEEK 5:

Lecture 1: The Emergence of American Power.

Lecture 2: Australia and the US, 1901-1941.

The lectures today survey the growth of American power before the Pacific War and then trace Australia’s reaction to this development. The theme that the US was seen to be powerful from the turn of the Century but relations were strained with Canberra will be developed. This was evident in Hughes’ outburst against President Wilson at the Versailles Conference in 1919 but it assumed an even more dramatic downturn over trade during the Depression.

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Readings.
3. Levi, Werner. Australian-American Relations. Minneapolis: University of Minnesota Press, 1947, ch.x. This work, written before ANZUS, is also valuable.
Seminar Questions / Seminar Paper

1. Why was the US Matson Line such a contentious issue in Australia-US relations?
2. What were the issues associated with the Trade Diversion dispute? What did this indicate about US-Australia relations in the mid 1930s?
3. What were the key issues in US-Australia relations during the Depression?

WEEK 6

Lecture 1: Turning to the USA, 1941-1945.

Lecture 2: Australia and Britain after Singapore.

The lectures today look at two aspects of Australia’s dependency on great powers during the war-time emergency. The traditional view is that Britain came to grief at Singapore, after which the days of its great sea-born Empire were numbered. Thereafter, the Australians turned in desperation to the US hence marking the beginning of a new era of dependence on that country. But was it really this simple? Relations with the US, as Bell reminds us, were strained. Britain, on the other hand, was not out of the picture. David Day argues that the loss of Singapore marked a ‘Great Betrayal’ of Australia while generations of Labor historians have stressed that Curtin, and his foreign minister H. V. Evatt, developed an independent outlook on world affairs. These views will be challenged in these lectures.

Seminar Discussion and Workshop: Assessing Curtin’s turn to the US.

Readings:
1. Selected Documents.

Further analysis of government documents will be undertaken. Students who would like to do a seminar paper based on this weeks work are asked to do it on the question - tracing the debate. Therefore, they will introduce this section of the discussion in the seminar.

Document Analysis:
1. In December 1941 Curtin made his famous appeal to the US [C]. Read A and B and decide whether he was simply asking for US help, in the short term, or turning his back on past associations with Britain.
2. Documents D and E reveal Curtin’s position on relations with Britain in 1943. What has changed? What do you think he means by a ‘fourth Empire’?
3. What light does Churchill’s assessment [F] throw on Curtin’s policy in 1941?
4. In February 1944 the Australian High Commissioner in Ottawa, Glasgow, revealed Canada’s views on Empire unity [G]. How do these ideas contrast with Curtin’s views and what problem does this cause for the argument that Curtin turned to the US in 1941?
5. Why did Canada adopt a different view towards Empire unity to that of Australia?

Seminar Questions/ Seminar Paper
Tracing the Debate. Reading H (Doc Evatt) indicates some of the issues associated with Australia’s relations with Britain and the US. What light does this argument throw on the extent to which Curtin realigned Australia’s relations with Britain after 1941?

WEEK 7:

Lecture 1: The United Nations and the Onset of the Cold War.

Lecture 2: Between the Superpowers – Evatt and Liberal Internationalism.

This week the lectures focus on the Chifley (Prime Minister John Curtin died in 1945) Labor Government which was in office from 1945 to 1949. Under consideration will be the foreign policy of the Government and the question of whether there is a Labor tradition in foreign policy. The first lecture has as its starting point the San Francisco Conference of 1945, which marked the beginning of the UN. Within two years, however,
the hopes on international government were dashed as the world divided into two camps centred on the US and USSR. By 1947 an era of “Cold War” had descended and was to last, arguably, until the late 1980s. The second lecture will also explore the policies of Australia’s Minister for External Affairs and Attorney General, Dr. H.V. Evatt. Evatt, regarded as a great champion of internationalism and the role of the UN is also seen by many people as a politician who stood up to the Superpowers and forcefully argued an independent line for Australia. But was this really the case? Some of the particular issues pursued by Evatt, especially those that impacted on relations with great and powerful friends, will be assessed.

Seminar: Evatt and Liberal Internationalism.

Readings.
For structure of the UN refer to page 12 of the Course Outline.

Seminar Questions / Seminar Paper
1. What is meant by ‘Liberal Internationalism’?
2. Is there a Labor tradition in Australian Foreign Policy and practice?
3. What were the distinctive features of Evatt’s foreign policy? Did he place an unprecedented reliance on the United Nations?

WEEK 8:

Lecture 1: The Great Powers in the Atomic Age.
Lecture 2: Australia’s Bid for the Atomic Bomb.
The lectures this week will survey the atomic rivalry between the Superpowers and Britain’s determination to possess its own nuclear deterrent. In this context Australia, arguably, tried to acquire atomic weapons; the reasoning, also arguably, behind approving rocket and atomic trials on its soil.

Seminar: An Atomic Bomb for Australia?

Readings.

Seminar Question / Seminar Paper
1. What was the attraction of nuclear weapons for Australia and why did it not proceed with an independent nuclear weapons program?

WEEK 9:

Lecture 1: The Space Race and Intelligence Agencies.
Lecture 2: The Role of US Bases in Australia
The lectures this week look at Intelligence links between Australia and its major allies and the role of US bases in Australia. The development of ASIS, the CIA and other UK and US agencies will be surveyed as will their role in the Cold War. Some of the reasons for the establishment of security services in Australia after the war plus a general survey of their work to the present, will be undertaken. A central feature will be the role of the UKUSA (an alliance of English-speaking intelligence services dating from 1947) partners in shaping this work.

The space race from the 1950s to the mid 1970s will also be discussed. By the mid 1950s the US had established an elaborate space-based surveillance system, which relied to a large extent on ground stations in Australia. The extent of the bases, and their function, will be reviewed and some video excerpts about the bases shown. An associate theme, to be picked up in the essays, is the extent to which relations with the US were far more extensive then simply a commitment to helping the Americans in Vietnam.

Seminar: Australian Security, UKUSA the CIA and US bases in Australia
Readings:
2. Richelson, Jeffrey T, and Ball, Desmond. The Ties that Bind: Intelligence Cooperation between the UKUSA Countries-the United Kingdom, the United States of America, Canada, Australia and New Zealand. Sydney: Unwin Hyman, 1990, ch.3 and 11(256-267).

Seminar Questions /Seminar Paper

1. Why was ASIS established? What were its functions and to what extent did it forge links with Australia’s powerful friends?

2. Assess the importance of Intelligence links between Australia and its main UKUSA partners. To what extent have organisations like ASIO and ASIS worked in with the operations of the UKUSA partners?

3. Trace the development of weapons for space during the 1960s and assess Australia’s role in this area by the mid 1970s.

4. Why was Nurrungar of such importance to the US? To what extent was Australia’s alliance with the US based on the establishment of bases such as this as opposed to the more commonly recognised intervention in Vietnam?

WEEK 10:


Lecture 2: All the Way with the USA- 1951-1975?

The lectures this week look firstly at the US attempts to stop the spread of Communism from the end of the Second World War to the final collapse of the South Vietnamese regime in 1975. The year 1951 marks the beginning of Australia’s formal alliance with the US, with the simultaneous signing of a peace treaty with Japan and the ANZUS treaty. In 1954 SEATO was signed, the first collective security in Asia, and this was soon followed by the commitment of US ground forces to Vietnam. Australia did not see events as part of an inevitable decolonisation of the region but rather as the spread of Communism. There are, however, those who believe that Australia’s policy was really to engage US power in the region - without regard to the feelings of Asian neighbours. Finally we will assess the extent to which US cultural influences in the Fifties and Sixties marked an inevitable Americanisation of Australia’s outlook.

Seminar: Australia and Decolonisation.
Why Vietnam?

Readings.
1. Selected Documents


**Seminar Questions / Seminar Paper**

1. What role did “the conservative imagination” play in Australia’s failure to understand Asia in the 1950s? Was combating anti-colonial forces a factor, which ultimately led Australia to deploy armed forces into the region?

2. Compare and contrast Murphy and Pemberton’s arguments and assess the extent to which Australia’s leaders were simply unprepared for, or unable to understand, decolonisation?

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**WEEK 11.**

Lecture 1: *The Superpowers after Vietnam.*

Lecture 2: *Whitlam’s Foreign Policy.*

The world scene altered considerably in the decade following the loss of South Vietnam. The US played the China card and became much more focussed on development in the Soviet Union. The USSR, for its part, walked a fine line between Detente - or a renewed dialogue with the West over trade liberalisation and disarmament and a renewed arms race with the US. The focus shifted to the Indian Ocean and Africa. These were to be crucial areas of concern for Australia under Prime Ministers Fraser and Hawke, but the first signs of a shift in Australian foreign relations came with the first Labor Government since 1949; the one led by Gough Whitlam. The foreign policies of the Whitlam Government will therefore be reviewed and the question of whether it pursued an independent line discussed. Also considered will be the controversial area of the US bases, US foreign ownership and the intelligence crisis. Finally we will address the broader question of whether there is in fact a Labor tradition in foreign policy.

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**Seminar:** *Assessing Whitlam’s Foreign Policy.*

**Readings:**


**Seminar Questions / Seminar Paper**

1. How influential are domestic forces in shaping foreign policy?

2. What were the main features of Whitlam’s foreign policy and to what extent did it draw on a Labor tradition?

3. To what extent does reliance on great powers preclude the operation of a Labor tradition in foreign policy?

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**WEEK 12:**

Lecture 1: *The “Deputy Sheriff”: Fraser, Hawke and Keating*

Lecture 2: *Post Cold War: Howard/Rudd*
The final lectures survey Australia’s relations with the US since 1975. Fraser’s policies in the Indian Ocean and his attempts to extend ANZUS will be discussed as will the question of whether Hawke was prepared to modify relations with the US. Some consideration will also be given to the debate about Labor tradition as opposed to the question of Australia simply reacting to global developments. As far as the latter is concerned the end of the Cold War and the current debate about the role of trade in foreign affairs will be reviewed. The final point to be considered is whether trade tensions with the US have changed Australia’s dependence on this great power.

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Seminar: Australia and the New World Order.

Readings.

Seminar Questions /Seminar Paper

1. How important was ANZUS when it came to Australia’s security requirements after 1975. Does it continue to have relevance today?

2. John Howard maintained that his government had a “more positive long-term impact in the Asia-Pacific region than any of its predecessors.” Do you agree?

WEEK 13: Class test. [1 hour] To be held in usual lecture venue.

MAJOR ESSAY TOPICS.

1. Survey briefly the historical debates about Britain’s motives for settling Australia in 1788 and assess the importance of British naval and imperial power in the decision to found a colony.

References:
Seminar readings week 2.
Monographs:
Journal Articles:

2. Greenwood argues that, “Australian nationalists of most complexions were willing…to work for their aspirations under the umbrella of imperial might.” Discuss with reference to Australia’s attitude to the Empire at the time of Federation, the problem of imperial over-stretch and the extent to which Britain itself helped force the pace of Federation.
References.
Seminar readings week 3.

Monographs:

Journal Articles:

3. Australia's political stand during the 1930s was that "Difference of political creed should be no obstacle to friendly relations between governments and countries..." (Andrews, *Isolation and Appeasement*, 101) Why, in Andrews' view, did Australia not take an active stance against European dictators in the 1930s? To what extent was this decision based on recognition of imperial weakness?

References:
Seminar readings week 4.

Monographs:

Journal Articles:


**Primary Sources:**

4. Critically evaluate Harper’s view (A Great and Powerful Friend, ix,) that after World War 1, with the shift in the world balance of power, Australia began to establish closer relations with the US,

**References:**
Seminar readings week 5.

**Monographs:**


**Journal Articles:**


5. Why does Roger Bell refer to Australia and the US as “unequal allies” during the Second World War? What were the significant issues that caused problems in the relationship during this period?

**References:**
Seminar readings week 6.

**Monographs:**


Friedman, George and Meredith Lebard. The Coming War with Japan. New York: St. Martin’s Press, 1991[SL].


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References.
Seminar readings week 7.

Monographs:

Journal Articles:

6. Renouf maintains that three basics should be observed when looking at foreign policy: the objectives; the way these are obtained and the influences that either limit it or shape it. *(The Frightened Country, 1)* Discuss with reference to Evatt’s foreign policy, 1942-1949. Was he Anti-American?

**Primary Sources:**
National Archives of Australia.

7. “The British “Fourth Empire”, which followed World War II, was built largely as an attempt to compensate for the breakdown in the wartime Anglo-American alliance.” (Reynolds, *Atomic Australia*, 3) Discuss this argument with reference to Australia’s involvement in Britain’s nuclear deterrent programme and assess whether Australia’s participation merely reflected “blind” loyalty to Britain?

**References:**
Seminar readings week 8.

**Monographs:**

****Marston, Hedley
Symonds, J.L. *A History of British Atomic Tests in Australia.* Canberra: Department of Resources and Energy, 1985[R3].

**Journal Articles:**

**Primary Sources:**
National Archives of Australia.

8. Trace Australia’s intelligence links with its UKUSA partners, highlighting the issues in this relationship. You may, if you wish, concentrate on particular episodes such as the intelligence embargo in 1948, the Petrov Affair, Whitlam and the ASIO raid or Coomb-Ivanov.

**References:**
Seminar readings week 9.

**Monographs:**
References
Seminar readings weeks 10, 11 and 13.

Monographs:


**Journal Articles:**


**Primary Sources:**

National Archives of Australia.


*The Australia-US alliance and emerging challenges in the Asia Pacific Region [ a speech by the Prime Minister of Australia, Kevin Rudd at Brookings Institution, Washington 31 March 2008]*.

10. To what extent did Whitlam change Australia’s relations with the US and/or the UK? Discuss with reference to such matters as: resource diplomacy; the intelligence crisis; US bases.

**References.**

Seminar readings week 12 and references for essay question 8.

**Monographs:**


Cumpston, I. M. *A History of Australian Foreign Policy*, vol. 1. Canberra: Union Offset, 1995.[SL]


**Journal Articles:**

Reynolds, Wayne. “Australia’s Quest to enrich Uranium and the Whitlam Government’s Loans Affair.”
11. What have been the significant turning points in Australia's relations with either the UK or the US? Discuss with reference to such issues as the loss of Singapore; the Evatt period; the election of Menzies in 1949; the Suez Crisis of 1956; Britain's decision to enter the EEC; the end of the Vietnam War.

References:
See references for essay questions 5, 6, 9.

12. Study the attitude of a particular Australian Minister or official in Australia's relations with the UK or the USA. You might wish to focus on Billy Hughes and the US; S.M. Bruce in London; R.G. Casey and the US; Evatt and internationalism; Percy Spender and the US; Menzies and Britain; John Gorton or Gough Whitlam as Australian nationalists; Fraser and the US.

References:

**Monographs:**

**Journal Articles:**
Bongiorno, Frank. "The Price of Nostalgia: Menzies, the "Liberal Tradition and Australian Foreign Policy."
13. Coral Bell (Dependent Ally) argues that there are ‘two plateaux [of] particularly high Australian dependence on the American connection: 1942-44, when it was enforced by the circumstances of the Pacific War; and 1962-67, when it was induced.’ Why does she say this? What was the nature of the relationship in these periods and how did that differ from other periods?

References:
See references for essay questions 5, 6 and 9.

14. Has the extent of Australian dependence on the foreign policies of ‘Great and Powerful Friends’ been over-estimated? Assess and identify either the nature of that dependence or, alternatively, by indicating examples of independent Australian initiatives. Here, you could discuss a specific period, such as between the wars, or to generally survey the course.

References:
See references for essay questions 9, 10 and 12.

Monographs:
Hudson, W. J. Initiatives in Australian Foreign Policy.

Journal Articles:

15. Assess the influence of internationalism on the conduct of Australian foreign relations. Is this more relevant in some periods than others, or stressed by Labor as opposed to Liberal governments?

References:
See references for essay questions 6, 10, 11 and 12.

Journal Articles:

16. Evaluate the view of Pemberton (All the Way, chs. 3, 6, 8) and Bell (Implicated: The United States in Australia, 145), that Australia’s willingness to support US intervention in Vietnam was conditioned by concern over Indonesian expansionism and uncertainty over a US commitment to the ANZUS alliance?

References:
Monographs:


**Journal Articles:**


17. Survey the documents listed in *Documents on Australian Foreign Policy 1937-49* and analyse Australia’s relations with Britain or the US with respect to a particular issue (such as the threat of war in the Pacific, Lend Lease, Evatt’s visits to Washington, the UN Conference); the nature of correspondence from a particular embassy or High Commission; an individual ambassador/Minister/Departmental Secretary. The subjects and individuals are listed in the indexes of the volumes. Use secondary sources to support the argument.

**References:**

See references for essay questions 5 and 6.

18. What was the “Special Relationship” between Britain and the USA? Did the evolution of this relationship impact on Australian foreign policy? Discuss with reference to particular episodes or incidents.

**References.**

See references for essay questions 5, 7 9.

**Monographs:**


Lowe, David ed.. *Australia and the End of Empires*. Geelong: Deakin University Press, 1997[R3]


**Journal Articles:**


