

Course Last Updated 3/14/2024



University of  
New Haven

## Analyzing and Exploring the City: Sydney

### Section I: Course Overview

**Course Code:** SOC345SYD/CUL345SYD

**Subject Area(s):** Cultural Studies, Sociology, Geography

**Prerequisites:** At least one 100 level course in cultural studies, sociology, human geography or urban studies

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** None

### Course Description

This course traces Sydney's development from early Indigenous connections to Sydney as tribal country, the establishment of a colonial outpost of the British Empire, through to the thriving multi-cultural metropolis it is today. The course will examine how the forces of colonization, migration, economic modernization, and globalization have affected the city and its inhabitants. Students will gain insights into the changing dynamics and identities of communities within Sydney and will also look at the forces that have shaped Sydney's relationship with the rest of the world.

### Learning Objectives

Upon successful completion of this course, students are able to:

- Develop a critical perspective on the concept of globalisation and its application to Sydney,
- Analyse Sydney spatially to reflect on differences and similarities between Sydney and other locations,
- Compare differences between home and host environments while appreciating diversity,

- Analyze concepts and the implications of the realities of power, privilege, and inequality in urban environments as they apply to the greater Sydney region.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** TBC

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement – 20%**

**Presentation – Urban Exploration – 20%**

**Paper – Urban Exploration – 20%**

**Field Work Assignment – 15%**

**Final Exam – 25%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Presentation – Urban Exploration (20%):** Working in a small group, students will conduct a personal exploration of a specific Sydney community or neighbourhood. Students will incorporate their observations and insights into their analysis. Engage with specific details from the community that highlight its distinctive elements. Prepare a presentation to address the character and significance of the chosen location in terms of themes, such as: architecture, art and culture, economy, environment, historical development, housing, industry, multiculturalism, society, style, tourism.

Four credit students are expected to provide a demographic profile of the neighbourhood, in addition to the above. This presentation will be 10-15 minutes.

**Paper – Urban Exploration (20%):** The individual Urban Exploration Paper develops the themes and ideas covered in the Urban Exploration Presentation. The paper should incorporate theories of urbanisation and globalisation from the course material in its analysis to explain Sydney’s character and development as a global city. This paper will be a minimum of 1500 words.

**Field Work Assignment (15%):** Students will visit several sites throughout the city as part of this course. Students should demonstrate an engagement with the site/s to explain their relevance to the development of Sydney as a global city. Students should use primary material, such as artefacts, exhibitions, and/or guided commentary, to inform their analysis. This report will be about one of the site visits and be 1000 words.

**Final Exam (25%):** The cumulative final exam tests students’ ability to read and write with care and evaluate the material covered in the course. Students will write short answers to a choice of questions. Students will have two hours to answer three questions.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Australian Museum
- Balmain
- Darling Harbour and Maritime Museum
- Museum of Sydney
- Parliament on King
- Ultimo/Pymont

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required

Abberton, S. and De Souza, M. (Directors). (2007). *Bra Boys*. [Film]. Bradahood Productions.

Australian Broadcasting Corporation. (2022). Bennelong Point. *The Opera House Project*. <http://theoperahouseproject.com/#!/bennelong-point/bp-chapter1>

Baker, T., Ruming, K. (2015). Making ‘global Sydney’: spatial imaginaries, worlding and strategic plans. *International Journal of Urban and Regional Research*, 39(1): 62–78. Robyn Dowling, Pauline.

Bounds, A. and Morris, A. (2001). Economic Restructuring and Gentrification in the Inner City: A Case study of Pyrmont Ultimo. *Australian Planner*, 38(3/4): 128-132.

Crockett, G. (2022). The Convict's Colony. *Sydney Living Museums*.  
<https://mhnsw.au/stories/convict-sydney/convicts-colony/>

Jakubowicz, A. (2023). A major review of the government's multicultural policies is under way – what is it seeking to achieve? *The Conversation*, <https://theconversation.com/a-major-review-of-the-governments-multicultural-policies-is-under-way-what-is-it-seeking-to-achieve-20698>

Karskens, G. (2009). Introduction. In *The Colony: a history of early Sydney* (pp 9-18). Allen & Unwin.

Karskens, G. (2020). Given No Peace. In *People of the River: Lost worlds of early Australia* (pp 123-175). Allen & Unwin.

Kelso, J. (2022). After the First Government House. *Museums of History NSW*.  
<https://mhnsw.au/stories/general/after-the-first-government-house/>

Markwell, K. (2018, March 2). How the histories of Mardi Gras and gay tourism in Australia are intertwined. *The Conversation*, <https://theconversation.com/how-the-histories-of-mardi-gras-and-gay-tourism-in-australia-are-intertwined-92733>

Morris, A. (2018, March 28). Mission nearly impossible: the City of Sydney's efforts to increase the affordable housing supply. *The Conversation*, <https://theconversation.com/mission-nearly-impossible-the-city-of-sydneys-efforts-to-increase-the-affordable-housing-supply-93366>

Obeng-Odoom, F. and Jang, H. S. (2016). Migrants and the transformation of local neighbourhoods: A study of the socioeconomic transformation of Lidcombe, Australia. *Urbani Izziv*, 27(1): 132-148

Olive, R. (2019). The Trouble with Newcomers: Women, Localism and the Politics of Surfing. *Journal of Australian Studies*, 43(1): 39-54, <https://doi.org/10.1080/14443058.2019.1574861>

Rees, N. (2015, May 7). Struggle Street: Western Sydney has many more stories of hardship like these. *The Drum*. Australian Broadcasting Corporation.

Sassen, S. (2019). Why Global Cities? In Andrea Tobia Zevi (Ed.) *The Century of Global Cities: How urbanisation is changing the world and shaping our future* (pp 9-16). Ledizioni.  
[https://www.ispionline.it/sites/default/files/pubblicazioni/ispiglobalcities\\_web2.pdf](https://www.ispionline.it/sites/default/files/pubblicazioni/ispiglobalcities_web2.pdf)

Terkenli, T. (1995). Home as a Region. *Geographical Review*, 85(3): 324-334.

Waitt, G. (2023). Towards liveable cities: A review of ethnicity, public urban nature space and wellbeing. *Ambio*, 52(9): 1505-1518.

## Recommended

Balmain Association. (2013). Humble to Handsome: Balmain Architecture.  
[https://balmainwalks.org.au/wp-content/uploads/2013/04/BW\\_HUMBLE\\_TO\\_HANDSOME.pdf](https://balmainwalks.org.au/wp-content/uploads/2013/04/BW_HUMBLE_TO_HANDSOME.pdf)

Glackin, S., and Moglia, M. (2022). Working from home in Australian cities as a catalyst for place-making? *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*. <https://doi.org/10.1080/17549175.2022.2146157>

Gurran, N., Pill, M., and Maalsen, S. (2021). Hidden homes? Uncovering Sydney's informal housing market. *Urban Studies*, 58(8): 1712-1731. <https://doi.org/10.1177/0042098020915822>

Haughton, G., & McManus, P. (2022). Becoming WestConnex – Becoming Sydney: Object-oriented politics, contested storylines and the multi-scalar imaginaries of building a motorway network in Sydney, Australia. *Environment and Planning C: Politics and Space*, 40(4): 913-932. <https://doi.org/10.1177/23996544211050941>

Inner West Council. (2024, March 11). Balmain. <https://www.innerwest.nsw.gov.au/explore/libraries/community-history/making-history/land-and-suburbs/inner-west-council-suburb-history#balmain>

Nicole Kalms, Georgia May Johnson, Gill Matthewson, (2020), What does the 'new normal' look like for women's safety in cities? *The Conversation*, <https://theconversation.com/what-does-the-new-normal-look-like-for-womens-safety-in-cities-140169>

Kerr, J. Migrants Need Cities, Cities Need Migrants. In Andrea Tobia Zevi (Ed). *The Century of Global Cities: how urbanisation is changing the world and shaping our future* (pp 102-122). Ledizioni.

Markwell, K., and Waitt, G (2009). Festivals, space and sexuality: Gay pride in Australia. *Tourism Geographies*, 11(2): 143–168. <https://doi.org/10.1080/14616680902827092>

McGuirk, S. M., and Sadowski, J. (2021). How smart cities are made: A priori, ad hoc and post hoc drivers of smart city implementation in Sydney, Australia. *Urban Studies*, 58(16): 3299-3315.

Morris, A., Idle, J., Moore, J., Robinson, C. (2023, August 2). Waithood: the experience of waiting for social housing. *University of Technology Sydney*. <https://waitingforsocialhousing.com/2023/08/02/waithood-the-experiences-of-applying-for-and-waiting-for-social-housing/>

Ren, X. and Keil, R. (Eds). (2018) *The Globalising Cities Reader*. 2<sup>nd</sup> Edition. Routledge.

Robertson, S., Wong, A., Ho, C., Ang, I., and Mar, P. (2022). Sydney as 'Sinoburbia': Patterns of diversification across emerging Chinese ethnoburbs. *Urban Studies*, 59(16): 3422-3441. <https://doi.org/10.1177/00420980221112752>

Shirlee Swain, (2021), Women in the City: Identifying the Gynocentric Zone in Melbourne and Sydney, 1880's to 1920s, *Australian Historical Studies*, 53(2): 178-195.

Taylor, W. (2019). Pilfering and the Tasman World: Convict Commerce and the 'Securitisation' of Space in Early Colonial Sydney. *Fabrications*, 29(3): 402-423.

## Course Calendar

Session 1	
Topics	Introduction to Sydney as a Global City

Activity	Lecture Class Discussion
Readings & Assignments	<p>Baker, T., Ruming, K. (2015). Making 'global Sydney': spatial imaginaries, worlding and strategic plans. <i>International Journal of Urban and Regional Research</i>, 39(1): 62–78. Robyn Dowling, Pauline.</p> <p>Sassen, S. (2019). Why Global Cities? In Andrea Tobia Zevi (Ed.) <i>The Century of Global Cities: How urbanisation is changing the world and shaping our future</i> (pp 9-16). Ledizioni.  <a href="https://www.ispionline.it/sites/default/files/pubblicazioni/ispiglobalcities_web2.pdf">https://www.ispionline.it/sites/default/files/pubblicazioni/ispiglobalcities_web2.pdf</a></p>

Session 2	
Topics	Indigenous Australians Connection to Country/Place Impact of Colonization
Activity	Lecture Class Discussion
Readings & Assignments	<p>Karskens, G. (2020). Given No Peace. In <i>People of the River: Lost worlds of early Australia</i> (pp 123-175). Allen &amp; Unwin.</p> <p>Australian Broadcasting Corporation. (2022). Bennelong Point. <i>The Opera House Project</i>.  <a href="http://theoperahouseproject.com/#!/bennelong-point/bp-chapter1">http://theoperahouseproject.com/#!/bennelong-point/bp-chapter1</a></p>

Session 3	
Topics	Colonial Sydney Convicts
Activity	Lecture Class Discussion
Readings & Assignments	<p>Crockett, G. (2022). The Convict's Colony. <i>Sydney Living Museums</i>.  <a href="https://mhns.wa.gov.au/stories/convict-sydney/convicts-colony/">https://mhns.wa.gov.au/stories/convict-sydney/convicts-colony/</a></p> <p>Recommended:  Taylor, W. (2019). Pilfering and the Tasman World: Convict Commerce and the 'Securitisation' of Space in Early Colonial Sydney. <i>Fabrications</i>, 29(3): 402-423.</p>

Session 4	
Topics	Early Sydney Government House Urban Planning in the Colony

Activity	Field Class - The Museum of Sydney
Readings & Assignments	<p>Kelso, J. (2022). After the First Government House. <i>Museums of History NSW</i>. <a href="https://mhnsw.au/stories/general/after-the-first-government-house/">https://mhnsw.au/stories/general/after-the-first-government-house/</a></p> <p>Karskens, G. (2009). Introduction. In <i>The Colony: a history of early Sydney</i> (pp 9-18). Allen &amp; Unwin.</p>

Session 5	
Topics	<p>Social Identity</p> <p>Localism</p> <p>Belonging</p>
Activity	<p>Lecture</p> <p>Class Discussion</p> <p>Documentary</p>
Readings & Assignments	<p>Abberton, S. and De Souza, M. (Directors). (2007). <i>Bra Boys</i>. [Film]. Bradahood Productions.</p> <p>Olive, R. (2019). The Trouble with Newcomers: Women, Localism and the Politics of Surfing. <i>Journal of Australian Studies</i>, 43(1): 39-54, <a href="https://doi.org/10.1080/14443058.2019.1574861">https://doi.org/10.1080/14443058.2019.1574861</a></p> <p>Terkenli, T. (1995). Home as a Region. <i>Geographical Review</i>, 85(3): 324-334.</p>

Session 6	
Topics	<p>Migrant Communities</p> <p>Multiculturalism</p> <p>Refugee Policy</p>
Activity	<p>Lecture</p> <p>Class Discussion</p>
Readings & Assignments	<p>Jakubowicz, A. (2023). A major review of the government's multicultural policies is under way – what is it seeking to achieve? <i>The Conversation</i>, <a href="https://theconversation.com/a-major-review-of-the-governments-multicultural-policies-is-under-way-what-is-it-seeking-to-achieve-20698">https://theconversation.com/a-major-review-of-the-governments-multicultural-policies-is-under-way-what-is-it-seeking-to-achieve-20698</a></p> <p>Obeng-Odoom, F. and Jang, H. S. (2016). Migrants and the transformation of local neighbourhoods: A study of the socioeconomic transformation of Lidcombe, Australia. <i>Urbani Izziv</i>, 27(1): 132-148.</p> <p>Recommended:</p> <p>Robertson, S., Wong, A., Ho, C., Ang, I., and Mar, P. (2022). Sydney as 'Sinoburbia': Patterns of diversification across emerging Chinese ethnoburbs. <i>Urban Studies</i>, 59(16): 3422-3441. <a href="https://doi.org/10.1177/00420980221112752">https://doi.org/10.1177/00420980221112752</a></p>

Session 7	
Topics	Neighbourhoods Gentrification
Activity	Field Class - Balmain
Readings & Assignments	<p>Recommended: Inner West Council. (2024, March 11). Balmain. <a href="https://www.innerwest.nsw.gov.au/explore/libraries/community-history/making-history/land-and-suburbs/inner-west-council-suburb-history#balmain">https://www.innerwest.nsw.gov.au/explore/libraries/community-history/making-history/land-and-suburbs/inner-west-council-suburb-history#balmain</a></p> <p>Balmain Association. (2013). Humble to Handsome: Balmain Architecture. <a href="https://balmainwalks.org.au/wp-content/uploads/2013/04/BW_HUMBLE_TO_HANDSOME.pdf">https://balmainwalks.org.au/wp-content/uploads/2013/04/BW_HUMBLE_TO_HANDSOME.pdf</a></p>

Session 8	
Topics	Midterm Break

Session 9	
Topics	Social Polarisation Spatial Restructuring Gentrification
Activity	Guest Lecture Walking Tour
Readings & Assignments	<p>Bounds, A. and Morris, A. (2001) Economic Restructuring and Gentrification in the Inner City: A Case study of Pyrmont Ultimo, <i>Australian Planner</i>, 38 (3/4):128-132.</p> <p>Rees, N. (2015, May 7). Struggle Street: Western Sydney has many more stories of hardship like these. <i>The Drum</i>. Australian Broadcasting Corporation.</p>

Session 10	
Topics	Homelessness Social Housing
Activity	Lecture Class Discussion
Readings & Assignments	<p>Morris, A. (2018, March 28). Mission nearly impossible: the City of Sydney's efforts to increase the affordable housing supply. <i>The Conversation</i>, <a href="https://theconversation.com/mission-nearly-impossible-the-city-of-sydneys-efforts-to-increase-the-affordable-housing-supply-93366">https://theconversation.com/mission-nearly-impossible-the-city-of-sydneys-efforts-to-increase-the-affordable-housing-supply-93366</a></p> <p>Recommended: Morris, A., Idle, J., Moore, J., Robinson, C. (2023, August 2). Waithood: the experience of waiting for social housing. <i>University of Technology Sydney</i>.</p>



	<a href="https://waitingforsocialhousing.com/2023/08/02/waithood-the-experiences-of-applying-for-and-waiting-for-social-housing/">https://waitingforsocialhousing.com/2023/08/02/waithood-the-experiences-of-applying-for-and-waiting-for-social-housing/</a>
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Session 11	
Topics	Field Study – Australian Museum
Activity	Field Study
Readings & Assignments	N/A

Session 12	
Topics	Resilient Cities
Activity	Lecture Class Discussion
Readings & Assignments	Waitt, G. (2023). Towards liveable cities: A review of ethnicity, public urban nature space and wellbeing. <i>Ambio</i> , 52(9): 1505-1518.

Session 13	
Topics	Sydney as a Destination Gay Tourism Sydney Mardi Gras
Activity	Lecture Class Discussion
Readings & Assignments	Markwell, K. (2018, March 2). How the histories of Mardi Gras and gay tourism in Australia are intertwined. <i>The Conversation</i> , <a href="https://theconversation.com/how-the-histories-of-mardi-gras-and-gay-tourism-in-australia-are-intertwined-92733">https://theconversation.com/how-the-histories-of-mardi-gras-and-gay-tourism-in-australia-are-intertwined-92733</a>  Recommended: Markwell, K., and Waitt, G (2009). Festivals, space and sexuality: Gay pride in Australia. <i>Tourism Geographies</i> , 11(2): 143–168. <a href="https://doi.org/10.1080/14616680902827092">https://doi.org/10.1080/14616680902827092</a>

Session 14 Four credit only	
Topics	Gender and the City Women’s spaces
Activity	Lecture Class Discussion Google Mapping exercise ‘Safe Spaces’
Readings & Assignments	Nicole Kalms, Georgia May Johnson, Gill Matthewson, (2020), What does the ‘new normal’ look like for women’s safety in cities? <i>The Conversation</i> ,

	<p><a href="https://theconversation.com/what-does-the-new-normal-look-like-for-womens-safety-in-cities-140169">https://theconversation.com/what-does-the-new-normal-look-like-for-womens-safety-in-cities-140169</a>          Shirlee Swain, (2021), Women in the City: Identifying the Gynocentric Zone in Melbourne and Sydney, 1880's to 1920s, <i>Australian Historical Studies</i>, 53(2): 178-195.</p>
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Session 15
Final Examination Review

Session 16
Final Examination. Summary and course evaluation.

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.