

Course Last Updated 02/01/2024



University of
New Haven

Australian History: Aboriginal History to Colonization - Current Issues in Historical Perspective

Section I: Course Overview

Course Code: HIS345SYD

Subject Area: History

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

Using contemporary issues in Australia - race, immigration, gender, politics, foreign policy and the environment - the course explains the historical origins of issues and provides critical analysis. This course begins in the current year and looks back into Australia's past, asking and answering a series of questions to explain contemporary attitudes and events as part of an ongoing dialogue between the present and the past.

Among the questions are: What aspects of our colonial history help explain Australia in the twenty-first century? What is black armband history? Why do Indigenous Australians remain a disadvantaged group in society? What is the history of class, race and ethnicity in Australian society? Why have refugees become such an important issue? Why is gender parity and sexual liberation important? What is the place of nationalism in Australia? To what extent can today's environmental problems be traced to past attitudes and management decisions?

Learning Objectives

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

- Explain the complex nature of Australian society, its different elements, and their shared pasts, as well as being able to situate Australia within its global context.
- Reflect critically on Australian history and its impact on the present and the future
- Identify how power, privilege and inequality have shaped and been shaped by government policy in Australia's history.
- Demonstrate reasoned thought, creativity, and a high quality of written expression.
- Examine the key issues regarding Australia
- Discuss how Australian History is understood today
- Reflect on the differences between Australian society and their home environment.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment.

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%

Field Assignment – 15%

Mid-Semester Exam – 10%

Research Essay – 35%

Final Exam – 20%

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.

Field Assignment (15%): Choose one aspect of the history of Hyde Park Barracks, such as early convict life or female migrants, and write a 1000-word essay to: explain the purpose and significance of Hyde Park Barracks in New South Wales settlement history. This essay should draw on both primary and secondary source material such as artifacts, as well as the convict and other stories featured in the exhibits. The Hyde Park Barracks website can be used for research. Go to: <https://hydeparkbarracks.sydneylivingmuseums.com.au/>

Mid-Semester Exam (10%): Multiple choice exam on material covered in the first half of the course held in class in Session 6. Time allowed: 30 minutes.

Research Essay (35%): Choose one question from the list provided. Consult the marking rubric. 2500 words.

Final Exam (20%): In class in Session 12. Choose any three questions on general course content and write short, essay-style answers. Timed allowed: 2 hours.

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.

- Hyde Park Barracks.
- Anzac Memorial.

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

Macintyre, S., Atkinson, A., Lake, M., Pons, X., & Macintyre, S. (2021). A concise history of Australia.

Selected Readings

Bongiorno, F., & Pennay, D. (2018). Australians rate the most significant events in their lifetimes-and show the fair go is still most valued.

Kemp, D. (2019). *A Democratic Nation: Identity, Freedom and Equality in Australia 1901–1925*. Melbourne Univ. Publishing.

Holland, A. (2016). How can Australia build on a century of struggle over Indigenous citizenship? *The Conversation*.

Kehoe, J. (2023). “No point being a mouse:” Keating 40 years after floating the dollar, *The Australian Financial Review*.

Kilroy, P. (2016). Discovery, settlement or invasion? The power of language in Australia’s historical narrative.

Knott, M. (2020). “The only one who made it out:” Incredible Manus Island escape revealed, *The Sydney Morning Herald*.

Lake, M. (2010). Introduction: What have you done for your country. *What’s wrong with ANZAC? The militarisation of Australian History*, 1-23.

McDonald, M. (2022). After many false dawns, Australians finally voted for stronger climate action. Here’s why this election was different, *The Conversation*.

McGregor, R. (1998) Prologue, The Eclipse of Antipodean Enlightenment, in *Imagined Destinies: Aboriginal Australians and the Doomed Race Theory, 1889-1939*, Melbourne University Press.

Scates Frances, W. (2019). Managing men, managing failure: deviant diggers in the soldier settler program in New South Wales. *History Australia*, 16(1), 153-168.

Recommended

Bongiorno, F. (2022). *Dreamers and Schemers: A Political History of Australia*. Black Inc.

Holbrook, C. (2017). Anzac Day. How it came to occupy a sacred place in Australian’s hearts, *The Conversation*.

Keating, P. (1987). Traditions of Labor in power: Whitlam and Hawke in the continuum, in *Australian Labor Party Traditions for Reform in New South Wales: Labor History Essays*, Pluto Press.

Manne, R. (2004). Sending them home: Refugees and the new politics of indifference, *Schwartz Australian Quarterly Essay*

Course Calendar

Session 1	
Introduction to the course.	Contemporary Australia Historical Consciousness National Identity

Activity	Lecture Discussion
Readings & Assignments	Bongiorno, Frank, "Australians rate the most significant events in their lifetimes and show the fair go is still most valued", <i>The Conversation</i> , January 24, 2018. Macintyre, Stuart, <i>A Concise History of Australia</i> , 5 th edition, Cambridge University Press, 2021. Chapter 1.

Session 2	
Overview to 1901	Convict Colony Governor Macquarie The Bigge Report Revisionist history
Activity	Lecture Discussion
Readings & Assignments	Macintyre, Stuart, <i>A Concise History of Australia</i> , 5 th edition Cambridge University Press, 2021. Chapter 2. Kilroy, Peter, "Discovery, settlement or invasion? The power of language in Australia's historical narrative", <i>The Conversation</i> , April 1, 2016, https://theconversation.com/discovery-settlement-or-invasion-the-power-of-language-in-australias-historical-narrative-57097

Session 3	
Ideas about Race	Imagined Destinies and the Doomed Race Theory Closing the Gap
Activity	Guest speaker Discussion Quiz
Readings & Assignments	McGregor, Russell, "Prologue, The Eclipse of Antipodean Enlightenment", in <i>Imagined Destinies: Aboriginal Australians and the Doomed Race Theory, 1889-1939</i> , Melbourne University Press, 1998, pp 1-18.

Session 4	
Indigenous Australia	Indigenous Rights Colonial Legacies Citizenship
Activity	Lecture Discussions
Readings & Assignments	Holland, Alison, "How can Australia build on a century of struggle over indigenous citizenship?", <i>The Conversation</i> , October 3, 2016, https://theconversation.com/how-can-australia-build-on-a-century-of-struggle-over-indigenous-citizenship-63772

	Macintyre, Stuart, <i>A Concise History of Australia</i> , 5 th edition, Cambridge University Press, 2021, pp62-72.
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Session 5	
Convicts and Early Immigration	Transportation Settler/Indigenous relations Convict stories Female Immigration
Activity	Field Class to Hyde Park Barracks
Readings & Assignments	Field Class Assignment Museums of History NSW, <i>Hope. 1848-1886</i> . https://mhnsw.au/stories/general/hope-1848-1886/

Session 6	
Federation	Federation Nationalism Fear of Invasion White Australia
Activity	Lecture Discussion Debate
Readings & Assignments	Kemp, David, "Introduction", in <i>A Democratic Nation: Identity, Freedom and Equality in Australia, 1901-1925</i> , Melbourne University Press, 2019, pp1-26. Mid-Semester Exam

Session 7	
ANZAC	World War 1 Memorialization
Activity	Field Class
Readings & Assignments	Holbrook, Carolyn, "Anzac Day. How it came to occupy a sacred place in Australian's hearts", <i>The Conversation</i> , 25 April 2017. http://www.abc.net.au/news/2017-04-25/how-anzac-day-came-to-occupy-sacred-place-in-australias-heart/8470002 Lake, Marilyn, "What have you done for your country?" in Marilyn Lake, Henry Reynolds, Mark McKenna and Joy Damousi, eds, <i>What's Wrong with ANZAC? The Militarisation of Australian History</i> , New South Publishing, 2010, pp1-23.

Session 8	
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Overview from 1901	Making of a Commonwealth The Australian Settlement Political System Soldier Settlers
Activity	Lecture Discussion
Readings & Assignments	Bongiorno, Frank, <i>Dreamers and Schemers: a political history of Australia</i> , La Trobe University Press, 2022, pp120-130. Scates Frances, William, "Managing men, managing failure: deviant diggers in the soldier settler program in New South Wales", <i>History Australia</i> , 16:1, 2019, 153-168. ANU Australian Studies Institute (AuSI), Australian Broadcasting Corporation, WildBear Entertainment, Screen Canberra, the National Museum of Australia and the National Archives of Australia, <i>Australia After War, Episode 4 Lest We Forget</i> , ABC TV October 2023, https://iview.abc.net.au/show/australia-after-war

Session 9	
Immigration and Post-War Reconstruction	Immigration The Pacific Solution Whitlam Government
Activity	Lecture Documentary Discussion
Readings & Assignments	Taylor, Lenore, "Gough Whitlam dies at age 98", <i>The Guardian</i> , 21 October 2014, https://www.theguardian.com/world/2014/oct/21/gough-whitlam-dies-at-age-98 Manne, Robert, "Sending them home: Refugees and the new politics of indifference", Schwartz Publishing, 2004 <i>Australian Quarterly Essay</i> , 13, pp1-95. Knott, Matthew, "'The only one who made it out': Incredible Manus Island escape revealed", <i>The Sydney Morning Herald</i> , February 22, 2020. https://www.smh.com.au/world/north-america/the-only-one-who-made-it-out-incredible-manus-island-escape-revealed-20200220-p542hh.html

Session 10	
Hawke/Keating Years	Industrial Relations Health Care Social Equality Indigenous civil rights Economic reform
Activity	Lecture Documentary clip

	Discussion
Readings & Assignments	<p>Keating, Paul, “Traditions of Labor in power: Whitlam and Hawke in the continuum”, <i>Australian Labor Party Traditions for Reform in New South Wales: Labor History Essays</i>, Pluto Press, 1987, pp172-186.</p> <p>Kehoe, John, “‘No point being a mouse’: Keating 40 years after floating the dollar”, <i>The Australian Financial Review</i>, December 9, 2023, https://www.afr.com/policy/economy/no-point-being-a-mouse-keating-40-years-after-floating-the-dollar-20231206-p5epn3</p>
	Research Essay

Session 11	
The Climate Wars	The Fossil Fuel Lobby The Politics of Delay The Climate Election
Activity	Lecture Discussion Documentary
Readings & Assignments	McDonald, Matt, “After many false dawns, Australians finally voted for stronger climate action. Here’s why this election was different”, <i>The Conversation</i> , May 25, 2022, https://theconversation.com/after-many-false-dawns-australians-finally-voted-for-stronger-climate-action-heres-why-this-election-was-different-183645

Session 12
Final Examination

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.