



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

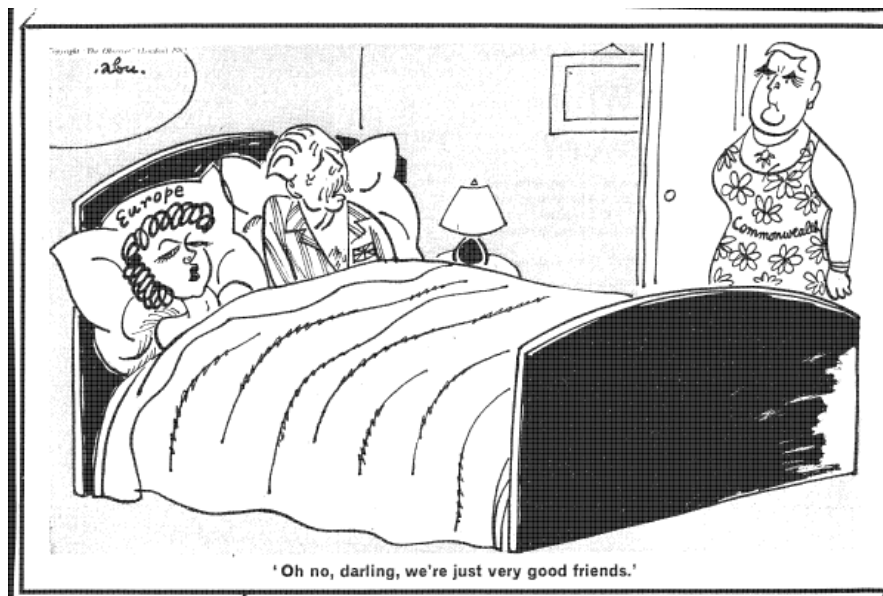
**Arts and
Social Sciences**

School of Social Sciences and International Studies

ARTS 1781

AUSTRALIA'S EUROPEAN CONTEXT

(6 units of credit)



Semester 2, 2011

1. Course staff

Course Coordinator and Lecturer

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Lecturer

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School of History and Philosophy (HP)

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1.1 *Communication and Consultation with Staff*

Dr Andrea Benvenuti and Professor John Gascoigne will be available for consultation with students as required. Students should contact us in advance to arrange a mutually convenient time.

2. Course Aims and Objectives

2.1 *Course Overview*

Australia's European Context (ARTS 1781) is a first year gateway course in European Studies within both the new Bachelor of Arts and the Bachelor of International Studies. In fundamental ways Australia is an extension of European influences, traditions and people. Yet it is simultaneously a distinctly independent nation shaped by close engagement with the peoples, cultures and economies of the Asia-Pacific. This course explores the deep historical links and vital contemporary connections between Europe and Australia. This exploration is shaped by methods and paradigms drawn from a range of intellectual disciplines. It is informed by themes and interpretations embedded in historiography, social and demographic interactions, colonisation, post-colonialism, shared experiences in global wars, economic and political developments. Consideration will also be given to the importance for contemporary Australia of its continuing dialogue with European ideas, practices and peoples. The successful completion of this course prepares students for further work in European Studies.

2.2 *Student Learning Outcomes*

The course has three central objectives:

- To develop students' knowledge of the key issues, ideas and processes that have shaped Australia's political, economic, diplomatic, cultural and social interactions with Europe in the past three centuries
- To provide students with an empirical and conceptual foundation for the further study in European Studies.

- To assist students to develop and improve their skills in conducting research, reading critically, thinking clearly, constructing an argument, writing persuasively and interacting positively with fellow students.

Skills and Attributes	Teaching and Learning Activities	Assessment
<i>In-depth knowledge of the field of study</i>		
Comprehensive knowledge of Australian-European relations in the Twentieth Century	Lectures Tutorial readings Tutorial discussions	Tutorial participation Essays Examination
<i>Effective communication</i>		
Ability to collect and analyse information and ideas	Tutorial presentations Tutorial discussion Written assignments	Tutorial participation Essays Examination
Ability to construct arguments clearly in spoken and written form	Tutorial presentations Tutorial discussion Written assignments	Tutorial participation Essays Examination
The ability to engage effectively and appropriately with information and communication technologies	Tutorial presentations, written assignments, independent research	Tutorial participation, essays
<i>Independence and creativity</i>		
Ability to work and learn independently	Lectures Tutorial readings Tutorial discussion Written assignments	Tutorial participation Essays Examination
Ability to generate ideas and adapt innovatively to changing environments	Lectures Tutorial readings Tutorial discussion Independent research exercise Written assignments	Tutorial participation Essays Examination
<i>Critical judgment</i>		
Ability to apply critical reasoning to issues through independent thought and informed judgment	Lectures Tutorial readings Tutorial discussion Written assignments	Tutorial participation Essays Examination

2.3 Teaching Strategies and Philosophy

The course is taught through a two-hour lecture and a one-hour tutorial. The one-hour tutorial seminar is characterized by a discussion led by a tutor between class participants. The tutorial discussion is designed to develop your understanding of the previous week's material. You will be required to make one presentation (approximately 8-10 minutes) from a range of tutorial

topics. For each tutorial class there will be, at least, two presentations from your fellow students, to which you will be expected to respond.

Class interaction and dialogue will be considered in your assessment. Therefore, it is essential that you come to class fully prepared to contribute to the learning environment. This means that students must complete the required readings every week in preparation for tutorials *and, if possible, some further reading from the recommended texts or articles*. Failure to do so is unprofessional and will be considered unsatisfactory achievement of course goals and objectives.

The assessment has been designed in such a way as to complement the learning and teaching process. A **hurdle attendance requirement** ensures that you have ongoing contact with the course, your fellow students and teaching staff. Addressing **tutorial questions** will ensure that you keep up and engage critically with your subject's material. **Class presentations** develop skills in oral presentation, responding to verbal questions and academic debate. Your **minor and major essays** will allow you to explore a particular issue in depth while expanding your skills in written academic English, research and library skills and constructing arguments. And finally, a final **multiple choice test** will ensure that you are fully familiar with the events and developments that have shaped Australia's relationship with Europe.

2.4 Blackboard

ARTS 1781 makes intensive use of Blackboard, an on-line environment intended to enhance face-to-face and off-campus learning and teaching. Lecture notes and class announcements are posted on Blackboard. In it you will also find some readings, weblinks and other teaching resources. Students are therefore expected to familiarize themselves with Blackboard and access it regularly. For information on how access Blackboard, how to complete basic activities in Blackboard and where to get support please see section 14 below.

3. Course Materials

3.1 Textbooks and general texts

There is no set text for ARTS 1781. Students should refer to the bibliography that is included in this guide. Essential weekly readings for the tutorial classes are made available through Blackboard. However, useful reference books for this course are:

Bolton, Geoffrey, *The Oxford History of Australia, vol. 5: The Middle Way 1942–1995*, (Melbourne: Oxford University Press, 1996)

Brown, Judith and Louis, WM Roger (eds), *The Oxford History of the British Empire: The Twentieth Century* (Oxford: Oxford University Press, 2001)

Kingston, Beverley, *The Oxford History of Australia, vol. 3: Glad, Confident Morning, 1860-1900* (Melbourne: Oxford University Press, 1993)

Kociumbas, John, *The Oxford History of Australia, vol. 2: Possession, 1770-1860* (Melbourne: Oxford University Press, 1992)

Macintyre, Stuart, *The Oxford History of Australia, vol. 4: The Succeeding Age 1901–1942* (Melbourne: Oxford University Press, 1993)

Millar, T.B., *Australia in Peace and War: External Relations since 1788*, (Canberra: Australian National University Press, 1991)

Schreuder, Deryck, and Ward, Stuart (eds), *The Oxford History of the British Empire: Australia's Empire* (Oxford: Oxford University Press, 2008)

3.2 On-line material

In addition to the above-mentioned texts you are expected to consult, read and assess critically a large number of sources. To this end, you should familiarize yourself with the following academic journals for regular analysis of historical and diplomatic issues. These journals are available at <http://info.library.unsw.edu.au/> (see e-journals):

Australian Economic Review

Australian Historical Studies

Australian Journal of International Affairs (formerly Australian Outlook)

Australian Journal of Politics and History

Cold War History

Contemporary British History

Contemporary European History

Diplomacy and Statecraft

Diplomatic History

English Historical Review

Journal of Cold War Studies

Journal of Imperial and Commonwealth History

Journal of Southeast Asian Studies

Round Table

Twentieth Century British History

4. Key Dates

22 July: Lectures begin

28-29 July: Tutorials begin

Thursday 26 August (4 pm): Minor essay due

Thursday 29 September (4 pm): Major Essay due

5. Lecture Topic Schedule

Please note that lectures will take place on Thursdays between 1 pm and 3 pm in Central Lecture Block 4. Tutorial classes will be held on Wednesdays either in Old Main Building G32 or in Old Main Building 145A

Week 1.	<i>Introduction and course overview</i>	(22 July)
Week 2.	<i>European perceptions and exploration of the Great South Land</i>	(29 July)
Week 3.	<i>The Enlightenment and the origins of European Australia</i>	(5 Aug)
Week 4.	<i>Liberalism and Federation</i>	(12 Aug)
Week 5.	<i>The Anglo-Australian connection, 1901-45</i>	(19 Aug)
Week 6.	<i>Anglo-Australian relations: politics and economics, 1945-61</i>	(26 Aug)
Week 7.	<i>Australia's politico-strategic relations with Britain 1945-63</i>	(2 Sept)

Mid-Semester Break (3-11 September)

Week 8.	<i>Europe's Asian empires and Australia</i>	(16 Sept)
Week 9.	<i>European Migration to Australia</i>	(23 Sept)
Week 10.	<i>Britain's turn to Europe and its impact on Australia</i>	(30 Sept)
Week 11.	<i>Australia and the EU, 1973-2007</i>	(7 Oct)
Week 12.	<i>Anglo-Australian relations in the post-Menzies era</i>	(14 Oct)

6. Tutorial program

Tutorial 1 Introduction

28-29 July

No presentations for this week – organisational tutorial only

Tutorial 2 *European perceptions/exploration of the Great South Land* 4-5 August

Discussion Topic

- What prompted the European quest to find Terra Australis and what assumptions lay behind its exploration?

Essential Readings

Fernandez-Armesto, Felipe, *Pathfinders. A Global History of Exploration* (Oxford: Oxford University Press, 2006), pp. 291-2, 298-307, 317-9

Frost, Alan, 'Towards Australia: The Coming of the Europeans 1400 to 1788', in D.J. Mulvaney and J.Peter White (eds), *Australians to 1788* (Sydney: Fairfax, Syme and Weldon Associates, 1987), pp. 369-389, 394-411 SF994/339A

Recommended Readings

Badger, Geoffrey, *Explorers of Australia* (Sydney: Kangaroo Press, 2001), pp. 1-93 S 919.404/53

Beaglehole, J.C.D., *The Exploration of the Pacific* (Stanford: Stanford Univ. Press, 1966), chapters 8, 9 and epilogue S 990/2

Eisler, William and Smith, Bernard (eds), *Terra Australis. The Furthest Shore* (Sydney: Art Gallery of New South Wales, 1988), pp. 13-34, 121-156 SQ760.044999/2

Hardy, John and Frost, Alan, *European Voyaging towards Australia* (Canberra: Australian Academy of the Humanities, 1990) S910.9/36

Hardy, John and Frost, Alan, *Studies from Terra Australis to Australia* (Canberra: Australian Academy of the Humanities, 1990) S910.404/38

Spate, Oscar, *Paradise Found and Lost* (Canberra: ANU Press, 1988) S910.091823/5

Williams, Glyndwr, *Terra Australia to Australia* (Melbourne: Oxford Univ. Press, 1988) S910.9/36

___ 'The Pacific: Exploration and Exploitation' in P.J. Marshall (ed.), *The Eighteenth Century*, Vol IV, *The Oxford History of the British Empire* (Oxford: Oxford Univ. Press, 1998), pp. 552-75 S909.0971241/16/(3)

Discussion Topic

- What was distinctive about the Enlightenment and how far did these ideas play a role in the formation of European Australia?

Essential Readings

Atkinson, Alan, 'Conquest' in Deryck Schreuder and Stuart Ward (eds), *Australia's Empire (The Oxford History of the British Empire Companion Series)* (Oxford: Oxford University Press, 2008), pp. 49-53

Clark, Manning, *A History of Australia Vol 1, From the Earliest Times to the Age of Macquarie* (Melbourne: Melbourne Univ. Press, 1962, ch. 3 'The Sons of the Enlightenment' pp. 42-56 S994/89R/(1)

Gascoigne, John, *The Enlightenment and the Origins of European Australia* (Cambridge: Cambridge University Press, 2002), pp. ix-xi, 1-16, 169-72 S994.02/350 A

Recommended Reading

Atkinson, Alan, *The Europeans in Australia. A History* Vol. 1 (Melbourne: Oxford Univ. Press Australia, 1997) S994/464/(1)

Collins, H. 'Political Ideology in Australia: The Distinctiveness of a Benthamite Society' in S. Graubard (ed.), *Australia: the Daedalus Symposium* (Sydney: Angus and Roberston, 1985), 147-69 S994.063/55

Dixon, R. *The Course of Empire. Neo-Classical Culture in New South Wales 1788-1860* (Melbourne: Melbourne University Press, 1986) S994.402/33

During, Simon, 'Australia, 1788 (?) – Foundling of the Enlightenment', *Meanjin*, vol.47, 1988, pp. 179-93

Melleuish, Gregory, 'Justifying Commerce: the Scottish Enlightenment Traditions in Colonial New South Wales', *Journal of the Royal Australian Historical Society*, vol. 75, 1989, pp. 122-31

Nadel, G. *Australia's Colonial Culture. Ideas, Men and Institutions in Mid-Nineteenth-Century Eastern Australia* (Melbourne: Cheshire, 1957) S 994/30 A

Roe, Michael. *The Quest for Authority in Eastern Australia 1835-51* (Melbourne: Melbourne University Press, 1965) S994.02/66

Discussion Topic

- What were the main ideological foundations of Federation. How important was liberalism and particularly the 'new liberalism'?

Essential Readings

Cook, Ian, *Liberalism in Australia* (Melbourne: Oxford Univ. Press, 1999), pp. 1-17 S320.510994/2

Melleuish, Gregory, *A Short History of Australian Liberalism* (Sydney: Independent Studies, 2001), pp. 1-3, 12-13

Ward, John Manning Ward, 'Federation and the New Liberalism' in his *The State and the People. Australian Federation and Nation-Making 1870-1901* (Sydney: The Federation Press, 2001), pp. 129-44 S994.04/223

Recommended Readings

Birrell, B. *Federation: The Secret Story* (Sydney: Duffy and Snellgrove, 2001) S 320.540994/10

Bolton, Geoffrey. *Edmund Barton: the One Man for the Job* (Sydney: Hale and Ironmonger, 2000) S994.041/9

Birrell, Freedom, Michael, *The New Liberalism: An Ideology of Social Reform* (Oxford: Clarendon Press, 1978) S320.510941/2

Hirst, John, *The Sentimental Nation: The Making of the Australian Constitution* (Melbourne: Oxford Univ. Press, 2000) S321.020994/20

Irving, Helen (ed.), *A Woman's Constitution? Gender and History in the Australian Commonwealth* (Sydney: Hale and Ironmonger, 1996) L/KN152.2/W7/1A

Irving, Helen, *To Constitute a Nation: A Cultural History of Australia's Constitution* (Cambridge: Cambridge Univ. Press, 1999) S306.20994/6

La Nauze, J.A., *The Making of the Australian Constitution* (Melbourne: Melbourne Univ. Press, 1972) S342.94/37A L/KL446/L1/1A

McKenna, Mark, *The Captive Republic. A History of Republicanism in Australia 1788-1996* (Cambridge: Cambridge Univ. Press, 1996) S321.860994/21

Vincent, Andrew, 'The new liberalism in Britain, 1880-1914'. *Australian Journal of Politics & History*, 36 (1990), 388-405. 905/5

Weinstein, David *Utilitarianism and the New Liberalism* (Cambridge: Cambridge Univ. Press, 2007) S320.51/114

Tutorial 5 *The Anglo-Australian connection 1901-45*

25-26 August

Discussion Topic

- Australia in the 1920s and 1930s did not try to disentangle itself from Britain. Discuss

Essential Readings

Attard, Bernard, 'Australia as a Dependent Dominion 1901-39', Working Paper no. 119 (London: Menzies Centre for Australian Studies, 1998)

Darwin, John, 'A Third British Empire? The Dominion Idea in Imperial Politics', in Judith Brown and WM Roger Louis (eds), *The Oxford History of the British Empire: The Twentieth Century* (Oxford: Oxford University Press, 2001), pp. 47-64

McKenzies, Francine, 'Coming of Age: Independence and Foreign Policy in Canada and Australia, 1931-45', in Margaret MacMillan and Francine McKenzies (eds), *Parties Long Estranged: Canada and Australia in the Twentieth Century* (Vancouver: UBC Press, 2003), pp. 34-61

Recommended Readings

Andrews, E.M., *The Anzac Illusion: Anglo-Australian Relations During World War I* (Cambridge: Cambridge University Press, 1993)

—, *The Department of Defence: The Australian Centenary History of Defence, vol. 5* (Melbourne: Oxford University Press, 2001)

Bell, Coral, *Dependent Ally. A Study in Australian Foreign Policy* (Sydney: Allen & Unwin, 1988), chs 1-2

Bolton, Geoffrey, 'Money: Trade, Investment and Economic Nationalism', in Deryck Schreuder and Stuart Ward (eds), *The Oxford History of the British Empire: Australia's Empire* (Oxford: Oxford University Press, 2008), pp. 211-230

Day, David, *The Great Betrayal: Britain, Australia and the Onset of the Pacific War, 1939-42* (Melbourne: Oxford University Press, 1992)

—, *Reluctant Nation: Australia and the Allied Defeat of Japan, 1942-45* (Melbourne: Oxford University Press, 1992)

Gray, Peter, *A Military History of Australia* (Cambridge: Oxford University Press: 2008), chs 5-8

Hirst, John, 'Empire, State, Nation', in Deryck Schreuder and Stuart Ward (eds), *The Oxford History of the British Empire: Australia's Empire* (Oxford: Oxford University Press, 2008), pp. 142-162

Hudson, W.J. and Sharp, M.P., *Australian Independence: Colony to Reluctant Kingdom* (Melbourne: Melbourne University Press, 1988)

Lee, David, *Australia and the World in the Twentieth Century* (Melbourne: Melbourne Publishing Group, 2006), chs 1-2

Meaney, Neville (ed.), *Under New Heavens: Cultural Transmission and the Making of Australia* (Port Melbourne: Heinemann, 1989), pp. 409-420

Miller, T.B., *Australia in Peace and War: External Relations since 1788*, 2nd edn, (Canberra: Australian National University Press, 1991), chs 4 and 8

McCarthy, John, 'Singapore and Australian Defence, 1921-1942', *Australian Outlook*, vol. 25, no. 2, 1971, pp.165-180

McIntyre, David, 'Australia, New Zealand and the Pacific Islands', in Judith Brown and WM Roger Louis (eds), *The Oxford History of the British Empire: The Twentieth Century* (Oxford: Oxford University Press, 2001), pp. 667-691

McKenna, Mark, 'Monarchy: From Reverence to Indifference', in Deryck Schreuder and Stuart Ward (eds), *The Oxford History of the British Empire: Australia's Empire* (Oxford: Oxford University Press, 2008), pp. 262-287

Neilson, Keith, 'Defence and Diplomacy: The Foreign Office and Singapore, 1939-40', *Twentieth Century British History*, vol. 14, no. 2, 2003, pp. 138-164

Ward Stuart, 'Security: Defending Australia's Empire', in Deryck Schreuder and Stuart Ward (eds), *The Oxford History of the British Empire: Australia's Empire* (Oxford: Oxford University Press, 2008), pp. 232-258, especially pp. 242-250

Tutorial 6 *Anglo-Australian relations: politics and economics* **1-2 September**

Discussion Topic

- o Do you agree with Chris Waters' view that Anglo-Australian relations in the late 1940s underwent radical change?

Essential Readings

Waters, Chris, 'Conflict with Britain in the 1940s', in *Australia and the End of Empires: The Impact of Decolonisation in Australia's Near North, 1945-65* (Geelong: Deakin University Press, 1996), pp. 69-86

McKenzie, Francine, 'In the National Interests: Dominions' Support for Britain and the Commonwealth after the Second World War', *Journal of Commonwealth and Imperial History*, vol. 34, no. 4, 2004, pp. 553-576

Recommended Readings

Bell, Coral, *Dependent Ally. A Study in Australian Foreign Policy* (Sydney: Allen & Unwin, 1988)

Bongiorno, Frank, 'The Price of Nostalgia: Menzies, the "Liberal Tradition" and Australian Foreign Policy', *Australian Journal of Politics and History*, vol. 51, no. 3, 2005, pp. 400-417

Greenwood, Gordon, 'The Commonwealth' in Gordon Greenwood and Norman Harper (eds), *Australia in World Affairs 1950-55* (Melbourne: F.W. Cheshire, 1957), pp. 26-92

Hudson, W.J., *Blind Loyalty: Australia and the Suez Crisis, 1956* (Melbourne: Melbourne University Press, 1986)

Lee, David, *Search for Security: The Political Economy of Australia's Postwar Foreign and Defence Policy* (Sydney: Allen & Unwin, 1995)

Lowe, David, '1954: the Queen and Australia in the World', *Journal of Australian Studies*, no.46, 1995, pp. 1-10

—, 'Australia at the United Nations in the 1950s: the Paradox of Empire', *Australian Journal of International Affairs*, vol. 51, no. 2, 1997, pp. 171-181

May, Alex, *Britain and Europe since 1945* (London: Longman, 1999), chs 2 and 3

Millar, T.B., *Australia in Peace and War: External Relations since 1788*, 2nd edn, (Canberra: Australian National University Press, 1991), ch. 10

Nicol, William, 'Britain and the Commonwealth in the 1960s', in Alex May (ed.), *Britain, the Commonwealth and Europe: The Commonwealth and Britain's Application to Join the European Communities* (Basingstoke: Palgrave, 2001), pp. 30-37

O' Brien, John, 'The Australian Department of Trade and the EEC, 1956–61', in Alex May (ed.), *Britain, the Commonwealth and Europe: The Commonwealth and Britain's Application to Join the European Communities* (Basingstoke: Palgrave, 2001), pp. 39–52

Ovendale, Ritchie, *The English-Speaking Alliance: Britain, the United States, the Dominions and the Cold War, 1945–1951* (London: Allen & Unwin, 1985)

Robertson, Paul, 'The Decline of Economic Complementarity? Australia and Britain 1945–1952', *Australian Economic History Review*, vol. 37, no. 2, 1997, pp. 91–117

Robertson, Paul and Singleton, John, 'The Commonwealth as an Economic Network', *Australian Economic History Review*, vol. 41, no. 3, 2001, pp. 241–266

Singleton, John and Robertson, Paul, *Economic Relations between Britain and Australasia 1945–70* (Basingstoke: Palgrave, 2002)

George, Stephen, *Britain and European Integration since 1945* (Oxford: Blackwell, 1991)

Rooth, Tim, 'Imperial Self-Sufficiency Rediscovered: Britain and the Australia 1945–51', *Australian Economic History Review*, vol. 39, no. 1, 1999, pp. 29–51

—, 'Economic Tensions and Conflict in the Commonwealth, 1945–c.1951', *Twentieth Century British History*, vol. 13, no. 3, 2002, pp. 121–143

Young, John, 'Britain and the EEC, 1956–73', in Brian Brivati and Harriet Jones (eds), *From Reconstruction to Integration: Britain and Europe since 1945* (London: Leicester University Press, 1993), pp. 103–113

Waters, Chris, *The Empire Fractures: Anglo-Australian Conflict in the 1940s* (Melbourne: Australian Scholarly Publishing, 1995)

Tutorial 7 *Australia's politico-strategic relations with Britain* **15-16 September**

Discussion Topic

- After 1945 Australia 'entered into an unparalleled level of co-operation in defence planning with Britain' (David Reynolds). If this interpretation is correct, how, then, did Canberra's growing defence ties with the United States fit into the overall pattern of Australia's post-war defence relations?

Essential Readings

Lee, David, *Australia Turns to the United States 1955–57*; Working Paper no. 84 (London: Menzies Centre for Australian Studies, 1992–93)

Reynolds, David, 'Loyal to the End: The Fourth British Empire, Australia and the Bomb, 1943-57', *Australian Historical Studies*, no. 119, 2002, pp. 38-54

Recommended Readings

Bell, Coral, *Dependent Ally. A Study in Australian Foreign Policy* (Sydney: Allen & Unwin, 1988)

Bridge, Carl (ed.), *Munich to Vietnam: Australia's Relations with Britain and the United States Since the 1930s* (Melbourne: Melbourne University Press, 1991)

Bongiorno, Frank, 'The Price of Nostalgia: Menzies, the "Liberal Tradition" and Australian Foreign Policy', *Australian Journal of Politics and History*, vol. 51, no. 3, 2005, pp. 400-417

Edwards, Peter with Pemberton, Gregory, *Crises and Commitments: The Politics and Diplomacy of Australia's Involvement in Southeast Asian Conflicts, 1948–1965* (Sydney: Allen & Unwin, 1992), chs 2, 3, 4 and 10

Gray, Peter, *A Military History of Australia* (Cambridge: Oxford University Press: 2008), chs 9-10

Jones, Matthew, 'The Radford Bombshell: Anglo-Australian-US Relations, Nuclear Weapons and the Defence of South East Asia, 1954–57', *Journal of Strategic Studies*, vol. 27, no. 4, 2004, pp. 636–662

Hack, Karl, *Defence and Decolonisation in Southeast Asia 1941–1968* (London: Curzon Press, 2001)

Holland, Robert, *The Pursuit of Greatness: Britain and the World Role, 1900–1970* (London: Fontana Press, 1991)

—, *Search for Security: The Political Economy of Australia's Postwar Foreign and Defence Policy* (Sydney: Allen & Unwin, 1995)

Lowe, David, *Commonwealth and Communism: Australian Policies towards South East Asia in the Cold War, 1949–54*, Working Paper no. 51 (London: Menzies Centre for Australian Studies, 1989)

—, *Menzies and the 'Great World Struggle': Australia's Cold War 1948–1954* (Sydney: University of New South Wales Press, 1999)

—, 'Menzies' National Security State, 1950-53', in Frank Cain (ed.), *Menzies in War and Peace* (Sydney: Allen & Unwin, 1997), pp. 41-53

Martin, A.W., *Robert Menzies: A Life, vol. 2, 1944–1978* (Melbourne: Melbourne University Press, 1999), chs 7, 8 and 11

Miller, J.D.B., *Britain and the Old Dominions* (London: Chatto & Windus, 1966)

—, *Survey of Commonwealth Affairs: Problems of Expansion and Attrition 1953–69* (London: Oxford University Press, 1974)

Ovendale, Ritchie, *The English-Speaking Alliance: Britain, the United States, the Dominions and the Cold War, 1945–1951* (London: Allen and Unwin, 1985)

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

Reynolds, Wayne, 'Rethinking the Joint Project: Australia's Bid for Nuclear Weapons, 1945-1960', *The Historical Journal*, vol. 41, no. 3, 1998, pp. 853-873

—, *Australia's Bid for the Atomic Weapon* (Melbourne: Melbourne University Press, 2000)

—, 'In the Wake of Canada: Australia's Middle-Power Diplomacy and the Attempt to Join the Atomic Special Relationship, 1943–57', in Margaret MacMillan and Francine McKenzie

(eds), *Parties Long Estranged: Canada and Australia in the Twentieth Century* (Vancouver: University of British Columbia Press, 2003)

Umetsu, Hyroyuki, 'The Origins of the British Commonwealth Strategic Reserve: The UK Proposal to Revitalise ANZAM and the increased Australian Defence Commitment to Malaya', *Australian Journal of Politics and History*, vol. 50, no. 4, 2004, pp. 509-525

Waters, Chris, *The Empire Fractures: Anglo-Australian Conflict in the 1940s* (Melbourne: Australian Scholarly Publishing, 1995)

Tutorial 8 *Europe's Asian empires and Australia*

22-23 September

Discussion Topic

- How did British declining role in Southeast Asia affect Australia's foreign policy in the region?

Essential Readings

Benvenuti, Andrea, 'Australian Reactions to Britain's Declining Presence in Southeast Asia, 1955-63', *Journal of Imperial and Commonwealth History*, vol. 34, no. 3, 2006, pp. 407-429

Goldsworthy, David, 'Australian External Policy and the End of Britain's Empire', *Australian Journal of Politics and History*, vol.51, no.1, 2005, pp. 17-29

Recommended Readings

Adamthwaite, Anthony, 'Overstretched and Overstrung: Eden, the Foreign Office and the Making of Policy, 1951-5', *International Affairs*, vol. 64, no. 2, 1998, pp. 241-259

Barrington, Brook, 'British Regional Policy in Southeast Asia, 1944-1954', in Brook Barrington (ed.), *Empires, Imperialism and Southeast Asia: Essays in Honour of Nicholas Tarling* (Melbourne: Monash Asia Institute, 1997), pp. 149-169

Bridge, Carl (ed.), *Munich to Vietnam: Australia's Relations with Britain and the United States Since the 1930s* (Melbourne: Melbourne University Press, 1991)

Darwin, John, *Britain and Decolonisation: The Retreat from Empire in the Post-War World* (Basingstoke: Macmillan, 1992)

Dennis, Peter, 'Australia and Indonesia: The Early Years', in David Lowe (ed.), *Australia and the End of Empires: The Impact of Decolonisation in Australia's Near North, 1945-65* (Geelong: Deakin University Press, 1996), pp. 43-53

Edwards, Peter with Pemberton, Gregory, *Crises and Commitments: The Politics and Diplomacy of Australia's Involvement in Southeast Asian Conflicts, 1948-1965* (Sydney: Allen & Unwin, 1992)

—, 'Singapore and Malaysia, 1965', in Lowe (ed.), *Australia and the End of Empires*, pp. 187-198

- Dee, Moreen, 'Regional Significance of the Indonesian-Malaysian Confrontation 1963–1966, and the Lessons Australia, New Zealand and Great Britain Drew from it', *Melbourne Historical Journal*, vol. 27, 1999, pp. 84–99
- , 'Australia and Malaysia: Confrontation and the Politics of the 1960s', *Sydney Papers*, vol. 18, no. 2, 2006, pp. 158-171
- Goldsworthy David, *Losing the Blanket: Australia and the End of Britain's Empire* (Melbourne: Melbourne University Press, 2002), chs 1, 2 and 7
- , 'British territories and Australian Mini-Imperialism in the 1950s', *Australian Journal of Politics and History*, vol. 41, no. 3, 1995, pp. 356-372
- Gurry, Meg, 'Leadership and Bilateral Relations: Menzies and Nehru, Australia and India, 1949-1964', *Pacific Affairs*, vol. 65, no 4, 1992-93, pp. 510-526
- , 'Identifying Australia's Region: From Evatt to Evans', *Australian Journal of International Affairs*, vol. 49, no. 1, 1995, pp. 17-35
- Hack, Karl, *Defence and Decolonisation in Southeast Asia 1941–1968* (London: Curzon Press, 2001)
- Hennessy, Peter, *Having it So Good: Britain in the Fifties* (London: Penguin, 2007), pp. 278-311
- Holland, Robert, *European Decolonisation 1918-81: An Introductory Survey* (Basingstoke: Palgrave Macmillan, 1995)
- Lee, David, 'The Origins of the Menzies Government's Policy on the Indonesia's Confrontation of Malaysia', in Frank Cain (ed.), *Menzies in War and Peace* (Sydney: Allen & Unwin, 1997), pp. 72-97
- , 'Indonesia's Independence', in David Goldsworthy (ed.), *Facing North: a Century of Australian Engagement with Asia: Volume 1: 1901 to the 1970s* (Melbourne: Melbourne University Press, 2001), pp. 134-170
- Lowe, David, *Menzies and the 'Great World Struggle': Australia's Cold War 1948–1954* (Sydney: University of New South Wales Press, 1999)
- Stockwell, A.J., 'Imperialism and Nationalism in Southeast Asia', in Judith Brown and WM Roger Louis (eds), *The Oxford History of the British Empire: The Twentieth Century* (Oxford: Oxford University Press, 2001), pp. 465-490
- Subritzky, John, *Confronting Sukarno: British, American, Australian and New Zealand Diplomacy in the Malaysian-Indonesian Confrontation 1961–5* (Basingstoke: Macmillan, 2000)
- Umetsu, Hirouyuki, 'Australian Responses to the Indochina Crisis of 1954 amidst the Anglo-American Confrontation', *Australian Journal of Politics and History*, vol. 52, no. 3, 2006, pp. 398-416
- Waters, Christopher, 'War, Decolonisation and Post-war Security', in David Goldsworthy (ed.), *Facing North: a Century of Australian Engagement with Asia: Volume 1: 1901 to the 1970s* (Melbourne: Melbourne University Press, 2001), pp. 97-133
- , 'A Failure of Imagination: R.G. Casey and Australian Plans for Counter-subversion in Asia, 1954-1956', *Australian Journal of Politics and History*, vol. 45, no. 3, 1999, pp. 347-361
- , 'After Decolonisation: Australia and the Emergence of the Non-Aligned Movement in Asia 1954-55', *Diplomacy & Statecraft*, vol. 12, no. 2, 2001, pp. 153-174

Discussion Topic

- What does the changing pattern of European migration indicate about Australia's evolving role in the British Empire?

Essential Readings

Elder, Catriona. 'Immigration History' in Martyn Lyons and Penny Russell (eds), *Australia's History. Themes and Debates* (Sydney: UNSW Press, 2005), pp.98-115. S 994/544

Richards, Eric. *Destination Australia. Migration to Australia since 1901* (Sydney: UNSW Press, 2008), pp.166-209. 994.0086912/1

Recommended Readings

Borrie, W.D., *The European Peopling of Australasia: A Demographic History 1788-1988* (Canberra: ANU, 1994). S 304.89404/3

Collins, Jock. *Migrant Hands in a Distant Land. Australia's Post-War Immigration* (Sydney: Pluto Press, 1991). S 304.894/4

Fitzpatrick, David (ed.), *Home or Away: Immigrants in Colonial Australia* (Canberra: ANU, 1992). S 304.894/20

Jordens, Ann-Mari. *Alien to Citizen: settling migrants in Australia, 1945-75* (Sydney: Allen & Unwin) (S 362.840994/36).

Jupp, James. 'Immigrant Settlement Policy in Australia' in edited by Gary P. Freeman and James Jupp, *Nations of Immigrants. Australia, the United States, and International Migration* (Melbourne: Oxford University Press, 1992), pp. 130-144. S 325.94/137

Jupp, James. *Immigration* (Melbourne: Oxford Univ. Press, 1998). S 304.894/15 D

Jupp, James, *From White Australia to Woomera. The Story of Australian Immigration* (Cambridge: Cambridge Univ. Press, 2002), pp. 5-20. S 325.94/172 D (also online access through UNSW Library).

Kunz, Egon. *Displaced Persons. Calwell's New Australia* (Canberra: ANU, 1988). S 304.89404/2

Richards, Eric, 'Migrations: The Career of British White Australia' in D.Schreuder and S. Ward (eds), *Australia's Empire* (Oxford History of the British Empire) (Oxford: Oxford University Press, 2008), pp. 163-85.

Tutorial 10 *Britain's turn to Europe and its impact on Australia* 6-7 October

Discussion Topic

- Can Britain's attempts to join the EEC be regarded as a betrayal of a loyal ally?
 - In your view, how could Australia have ensured a continuing British politico-military presence East of Suez?

Essential Readings

Goldsworthy, David, 'Menzies, Macmillan and Europe', *Australian Journal of International Affairs*, vol. 51, no. 2, 1997, pp. 157–169

Goldsworthy David, *Losing the Blanket: Australia and the End of Britain's Empire* (Melbourne: Melbourne University Press, 2002), ch. 8

Recommended Readings

Benvenuti, Andrea, 'A Parting of the Ways: The British Military Withdrawal from Southeast Asia and its Critical Impact on Anglo-Australian Relations (1965-68)', *Contemporary British History*, vol. 20, no. 4, 2006, pp. 575-605

—, "'Layin' Low and Saying Nuffin'": Australian Policy towards Britain's Second Bid to Join the European Economic Community (1966-67)', *Australian Economic History Review*, vol. 46, no. 2, 2006, pp. 155-175

Darwin, John, 'Britain's Withdrawal from East of Suez', in Carl Bridge (ed.), *Munich to Vietnam: Australia's Relations with Britain and the United States Since the 1930s* (Melbourne: Melbourne University Press, 1991), pp. 140–158

Dockrill, Saki, 'Britain's Power and Influence: Dealing with Three Roles and the Wilson Government's Defence Debate at Chequers in November 1964', *Diplomacy & Statecraft*, vol. 11, no. 1, 2000, pp. 211–240

Downer, Alexander, *Six Prime Ministers* (Melbourne: Hill of Content, 1982)

Edwards, P.G., *A Nation at War: Australian Politics, Society and Diplomacy during the Vietnam War 1965–75* (Sydney: Allen & Unwin, 1996)

Frankel, Joseph, *British Foreign Policy 1945–1973* (London: Oxford University Press, 1975)

Kristensen, Jeppe, 'In Essence Still a British Country': Britain's Withdrawal from East of Suez', *Australian Journal of Politics and History*, vol.51, no.1, 2005, pp. 40-52

Louis, Roger Wm, 'The Dissolution of the British Empire', in Judith Brown and WM Roger Louis (eds), *The Oxford History of the British Empire: The Twentieth Century*, pp. 329-257

Goldsworthy David, *Losing the Blanket: Australia and the End of Britain's Empire* (Melbourne: Melbourne University Press, 2002), ch. 8

Holland, Robert, *The Pursuit of Greatness: Britain and the World Role, 1900–1970* (London: Fontana Press, 1991)

Parr, Helen, 'Britain, America, East of Suez and the EEC: Finding a Role in British Foreign Policy, 1964–67', *Contemporary British History*, vol. 20, no. 3, September 2006, pp. 403–421

Pickering, Jeffrey, 'Politics and "Black Tuesday": Shifting Power in the Cabinet and the Decision to Withdraw from East of Suez, November 1967–January 1968', *Twentieth Century British History*, vol. 13, no. 2, 2002, pp. 144–170

Recommended Readings

Benvenuti, Andrea, 'Dealing with an Expanding European Community: Australia's Attitude towards the EC's First Enlargement', *Journal of European Integration History*, vol. 11, no. 2, 2005

Camps, Miriam, *Britain and the European Community, 1955–63* (London: Oxford University Press, 1964)

Downer, Alexander, *Six Prime Ministers* (Melbourne: Hill of Content, 1982)

Frankel, Joseph, *British Foreign Policy 1945–1973* (London: Oxford University Press, 1975)

Gelber, H.G., *Australia, Britain and the EEC, 1961 to 1963* (Melbourne: Oxford University Press, 1966)

George, Stephen, *Britain and European Integration since 1945* (Oxford: Blackwell, 1991)

Kaiser, Wolfram, *Using Europe, Abusing the Europeans: Britain and the European Integration: Britain and the European Integration* (London: Macmillan, 1996)

Ludlow, Piers, *Dealing with the Six: The Six and the First UK Application to the EEC* (Cambridge: Cambridge University Press, 1997), ch. 1

—, 'Too Far Away, Too Rich, Too Stable: The EEC and Trade with Australia during the 1960s', *Australian Economic History Review*, vol. 41, no. 3, 2001, pp. 267–286

Lloyd, Lorna, 'Britain and the Transformation from Empire to Commonwealth', *Round Table*, vol. 86, no. 343, 1997, pp. 333–350

Jones, Matthew, 'A Decision Delayed: Britain's Withdrawal from South East Asia Reconsidered, 1961–68', *English Historical Review*, vol. 117, no. 472, pp. 569–595

May, Alex, *Britain and Europe since 1945* (London: Longman, 1999), chs 4 and 5

O'Brien, John, 'The British Commonwealth and the European Economic Community, 1960–63: The Australian and Canadian Experiences', *Round Table*, vol. 85, no. 340, 1996, pp. 479–491

Parr, Helen, 'A Question of Leadership: July 1966 and Harold Wilson's European Decision', vol. 19, no. 4, 2005, pp. 437–458

Singleton, John, 'After the Veto: Australasian Commercial Policy in the Mid Sixties', *Australian Economic History Review*, vol. 41, no. 3, 2001, pp. 287–307

Singleton, John and Robertson, Paul, *Economic Relations between Britain and Australasia 1945–70* (Basingstoke: Palgrave, 2002)

Tratt, Jacqueline, *The Macmillan Government and Europe: A Study in the Process of Policy Development* (New York: St. Martin's Press, 1996)

Young, John, 'Britain and the EEC, 1956–73', in Brian Brivati and Harriet Jones (eds), *From Reconstruction to Integration: Britain and Europe since 1945* (London: Leicester University Press, 1993), pp. 103–113

Ward, Stuart, *Australia and the British Embrace: The Demise of the Imperial Ideal* (Melbourne: Melbourne University Press, 2001)

—, 'A Matter of Preference: the EEC and the Erosion of the Old Commonwealth Relationship', in Alex May (ed.), *Britain, the Commonwealth and Europe: The Commonwealth and Britain's Application to Join the European Communities* (Basingstoke: Palgrave, 2001), pp. 156–180

—, 'Sentiment and Self-interest: The Imperial Ideal in Anglo-Australian Commercial Culture', *Australian Historical Studies*, vol. 32, no. 116, 2001, pp. 91–108

Tutorial 11

Australia and the EU

13-14 October

Discussion Topics

o Why, in your view, has Canberra been unable to deal effectively with the European Communities/European Union on a number of trade issues important to Australia?

Essential Readings

Benvenuti, Andrea, 'Australia's Battle against the Common Agricultural Policy: The Fraser Government's Trade Diplomacy and the European Community', *Australian Journal of Politics and History*, vol. 45, no. 2, 1999, pp. 181–196

Murray, P., Elijah, A., and O'Brien, C., 'Common Ground, Worlds Apart: The Development of Australia's Relationship with the European Union', *Australian Journal of International Affairs*, vol. 56, no. 3, 2002, pp. 395–416

Recommended Readings

Benvenuti, Andrea, 'Australia, European Integration and Agriculture: Australian Responses to the Common Agricultural Policy', *Australasian Journal of European Integration*, vol. 1, 1988-1989

—, 'The Howard Government's Diplomacy towards the European Union on Agriculture: An Early Assessment', *Political Expressions*, vol. 2, no. 1, 1998

Brown, A.D., 'Australia, Britain and the European Economic Community', in Paul Dibb (ed.), *Australia's External Relations in the 1980s: The Interaction of Economic, Political and Strategic Factors* (Canberra: Croom Helm, 1983), pp. 146-154

Burnett, Alan, *Australia and the European Communities in the 1980s*, (Canberra, Australian National University, 1983)

Ludlow, Piers, 'Too Far Away, Too Rich, Too Stable: The EEC and Trade with Australia during the 1960s', *Australian Economic History Review*, vol. 41, no. 3, 2001, pp. 267-286

Miller, J.D.B., *The EEC and Australia* (Melbourne: Nelson, 1976)

—, 'Australia and Western Europe', in P.J. Boyce and J.R. Angel (eds) *Independence and Alliance: Australia in World Affairs 1976-80* (Sydney: Allen & Unwin, 1983), pp. 157-167

Murray, Philomena, 'Australia and Western Europe', in J. Cotton and J. Ravenhill (eds), *Australian Foreign Policy in the Post Cold War Era: Australia in World Affairs 1991-95*, (Melbourne: Oxford University Press, 1997), 1997, pp. 230–247

—, *Australia and the European Superpower: Engaging with the European Union* (Melbourne: Melbourne University Press, 2005)

Richardson, J.L., 'Australia and Western Europe', in P.J. Boyce and J.R. Angel (eds), *Diplomacy in the Market Place: Australia in the World Affairs, 1981-90* (Melbourne, Longman Cheshire, 1992), pp. 208-221

Papadakis, E., 'Australia and Europe: 1996-2000', in J. Cotton and J. Ravenhill (eds), *The National Interest in a Global Era: Australia in World Affairs 1996–2000* (Melbourne: Oxford University Press, 2002), pp. 130-148

Tutorial 12 *The post-Menzies era , 1973-2007*

20-21 October

Discussion Topic

- o How would you describe Anglo-Australia relations since the mid-1970s?

Essential Readings

Curran, James and Ward, Stuart, *The Unknown Nation: Australia after Empire* (Melbourne: Melbourne University Press, 2010), pp. 127-143

Higgott, Richard, 'Closing a Branch Office of Empire: Australian Foreign Policy and the UK at Century's End', *International Affairs*, vol. 70, no. 1, 1994, pp. 41-65

Recommended Readings

Ashton, Steven, 'British Government Perspectives on the Commonwealth, 1964–71: An Asset or a Liability?', *The Journal of Imperial and Commonwealth History*, vol. 35, no. 1, 2007, pp. 73–94

Benvenuti, Andrea, 'Facing the Inevitable: Britain's Entry into the European Community and Australia's Policy', *Australian Journal of Politics and History*, vol. 53, no. 2, 2007, pp. 251-266

—, 'Shifting Priorities: Australia's Defence Relations with Britain in the Aftermath of Empire', *History Compass*, vol. 2, 2004, pp. 1-10

Bolton, G.C., 'The United Kingdom' in W.J. Hudson (ed.), *Australia in World Affairs 1971–75* (Sydney: Allen & Unwin, 1980), pp. 209–230

Chin, Kin Wah, *The Defence of Malaysia and Singapore: The Transformation of a Security System, 1957–71* (Cambridge: Cambridge University Press, 1983)

Curran, James, 'The "Thin Dividing Line": Prime Minister and the Problem of Australian Nationalism, 1972-1996', *Australian Journal of Politics and History*, vol. 48, no. 4, 2002, pp. 469-486

—, *The Power of Speech: Australian Prime Ministers Defining the National Image* (Melbourne: Melbourne University Press, 2003), pp.102-135

Jupp, James, 'Twilight of the Empire: Britain as a Foreign Power', *Reform*, vol. 75, 1999, pp. 1-18

Higgott, Richard, 'Closing a Branch Office of Empire: Australian Foreign Policy and the UK at Century's end', *International Affairs*, vol. 70, no. 1, 1994, pp. 41-65

May, Alex, *Britain and Europe since 1945* (London: Longman, 1999), chs 6

Martin Jones, David and Lawrence Smith, Mike, 'Misreading Menzies and Whitlam: Reassessing the Ideological Construction of Australian Foreign Policy', *Round Table*, vol. 355, no. 1, 2000, pp. 387-406

Millar, T.B., 'Australia and the United Kingdom', in P.J. Boyce and J.R. Angel (eds), *Diplomacy in the Market Place: Australia in the World Affairs, 1981-90* (Melbourne, Longman Cheshire, 1992), pp. 199-207

Ward, Stuart, "'Culture up to our Arseholes": Projecting Post-Imperial Australia', *Australian Journal of Politics and History*: vol. 51, no. 1, 2005, pp. 53-66

7. Assessment

7.1 Formal Requirements

The assessment system for this course has four components:

Minor Essay (1,000 words max)	20%
Major Essay (2,000 words max)	35%
Class Presentation	10%
Class Participation	10%
Final Exam	25%

Please be reminded that the School requires you to make a reasonable attempt at all assessment tasks in order to get a final grade in this course.

Minor Essay (20%)

You will be required to write a minor essay of 1,000 words in length (footnotes and bibliography excluded). Anything that deviates more than 10% from this word limit will be penalized. You must have **at least five (5) scholarly sources** (i.e. books or academic articles published in respectable academic journals) in your paper. Please do not rely on blogs, wikipedia or internet websites (these are insufficient and will lead you to fail your essay). Failure to provide footnotes/endnotes/citation and bibliography will also lead to your paper being failed. Please note that sloppy and/or inaccurate referencing will also be looked upon unfavourably and will result in significant point deductions. Hence, take great care to familiarize yourself with the School of Social Sciences and International Studies Writing Guide or the School of History's "Little Red Booklet" (both style guides will be available on Blackboard) when preparing your essay. You will have to choose one question from a pool of discussion topics as indicated below. This assignment will have to be submitted by **4 pm, Thursday 26 August**. As mentioned above, marks will be allocated in terms of the paper's overall quality. For more details see the criteria sheet for essay assessment at section 9 of this course outline.

Students must choose **one** topic from the following list:

- 1) Why was Australia one of the last major land masses to be mapped by Europeans and how did Europeans cope with 'the tyranny of distance' [the title of a famous book by the Australian historian Geoffrey Blainey]?
- 2) What prompted the exploration of the Southern Seas (including Australia)? Were there major differences in the goals pursued by the major European exploring nations?
- 3) In 1939 Australia lay wide open to attack, her defences practically non-existent, and she was reluctant to commit her meagre forces overseas. Her objections, however, were overcome by an unequivocal British promise to protect her from a Japanese attack ... but the oft-repeated promise to protect the Dominion came to nought ... Thus, Britain deliberately left Australia at the mercy of Japan'. Discuss
- 4) 'After reading ... [the Statute of Westminster] none can tell whether the Dominions are sovereign states or not' (Stephen Leacock, Canadian economist). Discuss the implication of the Statute of Westminster for Australia and Canberra's policy in relation to it.

Major Essay (35%)

You will be required to write a major essay of 2,000 words in length (footnotes and bibliography excluded). Anything that deviates more than 10% from this word limit will be penalized. You must have **at least ten (10) scholarly sources** (i.e. books or academic articles published in respectable academic journals) in your paper. Please do not rely on blogs, wikipedia or internet websites (these are insufficient and will lead you to fail your essay). Failure to provide footnotes/endnotes/citation and bibliography will also lead to your paper being failed. Please note that sloppy and/or inaccurate referencing will also be looked upon unfavourably and will result in significant point deductions. Hence, take great care to familiarize yourself with the School of Social Sciences and International Studies Writing Guide or the School of History's "Little Red Booklet" (both style guides will be available on Blackboard) when preparing your essay. You will have to choose one question from a pool of discussion topics as indicated below. This assignment will have to be submitted by **4 pm, Thursday 29 September**. As mentioned above, marks will be allocated in terms of the paper's overall quality. For more details see the criteria sheet for essay assessment at section 9 of this course outline.

Students must choose **one** topic from the following list:

- 1) Menzies' attachment to the ideal of Britannic unity in no way prevented him from identifying distinctive Australian priorities. Discuss
- 2) During the Cold War Australia's relations with the United States never reached the ease and intimacy of its post-war relations with Britain. Discuss
- 3) 'Imagining a partnership role for Australia in Asia demanded a form of non-British bilateralism which, from Menzies' perspective, would not serve Australia's interests' (Meg Gurry, Australian historian). Discuss
- 4) 'Menzies focused Australian foreign policy, especially in its early years [i.e., the early 1950s], on imperial rather than regional concerns which more directly affected Australia' (Gregory Pemberton, Australian historian). Do you agree? And if so, why?
- 5) What were the chief reasons for European migration to Australia and what was the response to migrants from those already in Australia? In your answer compare and contrast British migrants with at least one other European nationality.
- 6) Why have Australia's relations with the European Economic Community been often quite problematic?

Participation (10%)

The School and University have policies on attendance, submission of assignments and extension, special consideration, student academic misconduct, grievance procedures, and review of results. All students are expected to know these policies - ignorance is no excuse. Students are expected to attend all tutorials. A satisfactory attendance record of at least 80% of scheduled classes must be met to pass the course (i.e. at least 10 out of 12 tutorial classes). Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Students' participation in general tutorial discussion will constitute ten (10%) marks of the total course grade. Please note that simply showing up to classes won't get you a mark. Unless you make a contribution to the tutorial discussion, no points will be given.

Marks Guide for Tutorial Participation

0 or fail	Attendance at 10 of 12 tutorials will be deemed as meeting the requirement. Students must sign on by 15 minutes from start of tutorial to qualify as 'in attendance'. Signing on for another student will be treated as misconduct.
2-4	Has satisfied the attendance requirement (attended at least 10 tutorials) but has not made very little or no contribution to class discussion.
6-10	Has attended 10-12 tutorials and contributed to class discussion in relevant and constructive ways.

Presentation (10%)

Each student will be required to do a tutorial presentation. Marks will be awarded in terms of the oral presentation's overall quality (e.g. ability to present a clear case in support or against the question that has been asked; the presentation has to have a clear structure with an introduction, a main body in which you develop your argument, and a conclusion. Please avoid reading your presentation word-for-word from a script or from PowerPoint slides (listening to someone read aloud can be boring for an audience). Instead, aim to talk and, in doing so, strive to speak clearly and at a moderate pace (please don't rush or speed up as your audience will find it hard to follow you). For further information on how to do a good presentation please go to <http://www.lc.unsw.edu.au/onlib/tutsem.html>. Some material on tutorial presentations can also be found on Blackboard. Your presentation should last no more than 7/8 minutes. This assessment task will comprise 10% of the total course grade.

Multiple Choice Test (25%)

The final examination will be 1 hour in duration. You will be required to complete a multiple choice questionnaire aimed to test your general knowledge of the subject matter.

7.2 Submission of assignments and extensions

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only. Students are also required to submit an electronic copy of their written assignment in doc. format through Blackboard. Please note that

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT IN DOC. FORMAT MUST BE SUBMITTED BY 4:00 PM ON THE DUE DATE TO AVOID A LATE PENALTY.

BOTH COPIES NEED TO BE SUBMITTED. UNLESS YOU DO SO, YOUR PAPER WON'T BE MARKED AND YOU WILL INCUR A LATE PENALTY. IT IS THEREFORE YOUR RESPONSIBILITY TO ENSURE THAT BOTH COPIES REACH ME ON TIME

It is the student's responsibility to keep a copy of their work in case of loss of an assignment. All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments) and an Assignment Cover Sheet (if blind marking is done). These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below). Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards please fill out one of the envelopes provided with your address if you want your assignment returned and attach it to your assignment before placing in the box.

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark) per day late, including weekends. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

7.3 Attendance

Students are expected to attend all tutorials/seminars. A satisfactory attendance record of at least 80% of scheduled classes (i.e. at least 10 out of 12) must be met to pass the course. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

If illness or misadventure causes you to miss a tutorial, you should try to attend an alternative tutorial group during that week. It is your responsibility to inform your regular tutor of this by completing the Alternative Workshop/Tutorial Attendance Form, available on the door of the School Office. The form must be signed by the host tutor and given to your regular tutor the following week. No more than two such forms will be accepted per semester, and the host tutor is free to refuse such permission.

If illness or misadventure will cause you to miss an excessive number of tutorials (usually 3 or more), you MAY apply for Discontinuation Without Failure from the course by filling out the appropriate form available at the Faculty of Arts and Social Sciences Office. For more details about the University's policy on attendance, please consult: <https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

7.4 Special Consideration

The University's policy on Special Consideration – Illness and Misadventure is as follows:

The purpose of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks. Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory. - Code of Practice – Students with Disabilities: <http://www.studentequity.unsw.edu.au/codeofpr.html>. Sickness, misadventure, or other circumstance beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect your performance in assessable work, e.g. formal end of session examination, class test, laboratory test, seminar presentation, etc. You can apply for consideration for the affected assessments.

Depending on the circumstances, the University may take action to allow you to overcome the disadvantage, e.g. give you additional assessment or extend a deadline. Merely submitting a request for Special Consideration does not automatically mean that you will be granted additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Details of the university policy and procedures on Special Consideration can be found at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons since the possibility of such events are supposed to be taken into account when managing your time, nor are short illnesses suffered within a week of the due date since your assignment is assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

You must lodge the application for SC, or notify or have a friend/family member notify UNSW Student Central, within 3 days of the event for which you are seeking SC. If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Coordinator.

7.5 Plagiarism: DON'T PLAGIARISE. If you are indebted to anyone (e.g. the author of an article) for ANY fact or opinion, even if it is not a direct quotation, your debt must be acknowledged. Plagiarism is an act of academic misconduct; for example, submitting work for assessment knowing it to be the work of another person.

Examples include:

- direct duplication of the thoughts or work of another. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), Internet or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. The School of Social Sciences and International Studies views plagiarism seriously and severe penalties will apply to those students caught plagiarizing someone else's work.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism (short and long quotes). Yet, students should bear in mind that that an extensive use of long/short quotes throughout their essays (i.e. 35 percent or more of the total text) is strongly discouraged (an essay with too many quotes can hardly be regarded as students' own work). Points will be deducted from written assignments reproducing an excessive number of quotes.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

† Adapted with kind permission from the University of Melbourne.

7.6 Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark. The first step is for the student to talk to the marker to obtain an explanation or justification of the given mark. Revision of the original mark may or may not be made after this. If the student is not satisfied, an appeal can be made to the Course Coordinator. This appeal must be in writing and lodged within two weeks of the date on which assignments were returned. If a re-mark is requested, the Course Coordinator will review the assignment to ascertain whether it warrants a re-mark. If it does, the student will be made aware that a re-mark does not guarantee a higher mark. The student will be advised of the outcome of this review within two weeks of the date of the appeal.

If the student is dissatisfied with the outcome of the review an appeal may be made to the School Grievance Officer (Professor Ralph Hall). This appeal must be in writing specifying the grounds for the appeal and must be lodged within one week of receipt of the outcome of the review by the Course Coordinator. The Grievance Officer will conduct a review of the mark and submit a report to the Head of School who will advise the student of the outcome of this review within three weeks of the date of submission of the appeal. Please read the University policy on Review of Results for additional information: <https://my.unsw.edu.au/student/atoz/ReviewResults.html>

8. Criteria Sheet for Essay Assessment

Criterion	< 50% F	50-64% P	65-74% C	75-84% D	85%+ HD
Argument: How well does the essay answer the question? Is the argument sustained?	Failure to put an argument or question not answered	Attempt made but weaknesses exist	Competent, logical and consistently argued	Strong argument, responds to question	Sophisticated, nuanced and engaging
Evidence/Resources: Are relevant examples used to support arguments? Do conclusions flow from evidence? Are sources scholarly?	Minimal reading, inappropriate or very limited use of evidence, irrelevant evidence used	Limited reading meets requirements, resources not well integrated	Enough reading, uses appropriate evidence, good range	Wide range of reading, very good use of evidence to sustain argument	Excellent use of appropriate evidence, engagement with all aspects
Structure/Organisation: Does the argument flow logically and carry throughout? Are paragraphs well written or rambling? Are linking sentences used where needed? Do conclusions flow logically from evidence presented? Is word length as required?	No or jumbled structure, poor flow, rambling, incoherent, very disorganised, too short/long	Basic structure evident but lacks coherence and clarity	Coherent structure, some linkages, signposting, well constructed paragraphs, solid intro	Intro, linkages, signposting are very good, structure is logical, thread of argument throughout	Linkages and signposting are excellent, structure aids clarity of argument, logical order, excellent intro
Referencing: Are there enough references? Is referencing system accurate? Has student plagiarised?	Plagiarism, unacceptable level of paraphrasing, too many long/short quotations, Largely inaccurate referencing	Basic information provided most of the time, but fairly inconsistent referencing	All information provided, consistent, generally error free	Accurate and consistent referencing with no errors, accords with recognised format	Accurate and consistent referencing with no errors, accords with recognised format
Expression/Style: Are syntax and grammar correct? Is meaning of expression clear?	Sloppy or mangled grammar, expression often unclear	Clear enough expression, but prose is laboured and awkward at times	Reasonably sound expression, very few errors, meaning is clear	Flair in expression, complex meanings and concepts communicated	Excellent, fluent expression, creative and precise, aids the argument

Note: These criteria are not necessarily weighted equally in determining an overall mark. Significant linguistic weaknesses are, for example, likely to lead to a low grade or a fail, no matter whether a clear effort has been made to sustain a central thesis. Sloppy referencing and poor research are also very likely to lead to a low grade.

9. Course grading

Grades will be awarded on the following basis:

1.	Fail (FL)	0 – 46%
2.	Fail/Conceded Pass	46-49%
3.	Pass (PS)	50 - 64 %
4.	Credit (CR)	65 - 74 %
5.	Distinction (DN)	75 - 84 %
6.	High Distinction (HD)	85 - 100 %

10. Occupational Health and Safety

UNSW has an Occupational Health and Safety Policy that staff and students must COMPLY WITH. Please refer for details to:
<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

The basic principles are working safely and responsibly, avoiding personal injury and protecting the safety of others, reporting hazards or incidents and any injuries or illnesses, knowing the location of emergency exits, fire-fighting equipments, first-aid cabinets and telephones, knowing what to do in the event of accidents or emergency, and cooperating fully in the conduct of any building evacuation (actual or drill). THE TELEPHONE NUMBER TO CALL IN CASE OF AN EMERGENCY IS 9385 6666.

11. Student Support Services

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Student Equity & Diversity Unit (9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

A list (and details) of student support services is available through the following link:

www.unsw.edu.au/ServicesSearch/ServicesBrowse.jsp?cat=D&servicesType=student

The Learning Centre is available for individual consultation and workshops on academic skills – see: <http://www.lc.unsw.edu.au/>

Contact details:

Phone: 02 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours

Monday to Thursday: 9 am - 5 pm

Friday: 9 am - 2.30 pm

The UNSW Learning Centre is located in

*Hut G23 (Between the Mathews Building and the Upper Campus Parking Station).
Level 2, Library Building (enter through the doors facing the Library Lawn and turn left)*

Student equity and diversity issues are addressed via the Student Equity officers (Disability) in the Student Equity and Diversity Unit (93854734)

Further information for students with disabilities is available at:

www.studentequity.unsw.edu.au/disabil.html

12. Continual improvement

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.