



## UNSW Course Outline

# ARTS2271 Inventing Modern Australia: 1900 to Now - 2024

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## General Course Information

Course Code : ARTS2271

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Ever needed to understand the country you live in now? This course examines Australia from the earliest moments of the twentieth century to today, and asks you to think about how Australia's peoples have imagined, devised, fought for, struggled against and debated their world. The

twentieth century was a period of grand schemes and grand failures, and of intense questioning around notions of identity, sex, race and place. You will be introduced to the major events that Australians lived through, their cultural and social lives, and the campaigns, visions and prejudices through which Australians saw themselves and others.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate a coherent understanding of past societies and processes of historical change that includes local, national, global and First Nations perspectives where appropriate.
CLO2 : Understand various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.
CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.
CLO4 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
CLO5 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate a coherent understanding of past societies and processes of historical change that includes local, national, global and First Nations perspectives where appropriate.	<ul style="list-style-type: none"> <li>• Tutorial and Lecture Responses</li> <li>• Major Essay</li> </ul>
CLO2 : Understand various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.	<ul style="list-style-type: none"> <li>• Tutorial and Lecture Responses</li> <li>• Major Essay</li> </ul>
CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.	<ul style="list-style-type: none"> <li>• In-Class Presentation</li> <li>• Tutorial and Lecture Responses</li> </ul>
CLO4 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.	<ul style="list-style-type: none"> <li>• Major Essay</li> </ul>
CLO5 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none"> <li>• In-Class Presentation</li> <li>• Tutorial and Lecture Responses</li> <li>• Major Essay</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

# Learning and Teaching in this course

The course is taught by way of a two-hour lecture and a 90 minute tutorial each week.

Lectures convey the incredibly rich history of Australian society and culture over the course of the twentieth century and into the twenty first, using a wide variety of media including archival film and sound footage, photographs, original documents, documentaries, feature films, and powerpoints. Tutorials are places where you are encouraged to engage with the questions posed by readings and lecture material each week. As this is a recent history of the country in which we are currently living, you will be given the space and guidance in your assessment tasks to consider how the past has shaped the present, and the ways the present continues to reshape the past.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Tutorial and Lecture Responses Assessment Format: Individual Short Extension: Yes (2 days)	45%	Start Date: Not Applicable
In-Class Presentation Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Not Applicable
Major Essay Assessment Format: Individual Short Extension: Yes (2 days)	45%	Start Date: Not Applicable Due Date: 20/11/2024 11:59 PM

## Assessment Details

### Tutorial and Lecture Responses

#### Assessment Overview

Lecture and tutorial responses of 250 words each. Students will write an evaluation of six tutorial weeks, two of their own choice from weeks 1-3, and four of their own choice from weeks 4-9. For this exercise, please draw on tutorial and lecture content to answer a set question, listed under each week's topic on Moodle. Dates will be provided on Moodle.

Written feedback via Moodle for the first two responses will be provided via Turnitin to assist students with strengthening their future assessments.

#### Course Learning Outcomes

- CL01 : Articulate a coherent understanding of past societies and processes of historical

change that includes local, national, global and First Nations perspectives where appropriate.

- CLO2 : Understand various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.
- CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.
- CLO5 : Act ethically, respectfully and responsibly.

#### **Assessment Length**

1250 words overall.

#### **Assessment information**

The first set of tutorial responses are due by 11:59pm on 4 October, 2024.

The second set of responses are due by 11:59pm on 15 November, 2024.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### **Generative AI Permission Level**

##### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

##### **In-Class Presentation**

#### **Assessment Overview**

A 5-10 minute presentation on a weekly topic, utilising a primary source or object relevant to the discussion.

Written feedback will be provided.

#### **Course Learning Outcomes**

- CLO3 : Communicate and debate complex ideas in a range of different contexts using a

variety of suitable media.

- CLO5 : Act ethically, respectfully and responsibly.

#### **Assessment Length**

N/A

#### **Assessment information**

Presentations will be allocated during Week 1. See Moodle for further information and guidance.

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

#### **Generative AI Permission Level**

##### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Major Essay**

#### **Assessment Overview**

Research essay. 2000 to 2500 words. An analytical essay using independently sourced evidence, answering a set question and making an informed argument. The feedback is in the form of written response via Turnitin, analysing argument and analysis, effective location of relevant sources, use of at least 6 secondary sources and two primary sources, referencing and presentation and written style.

#### **Course Learning Outcomes**

- CLO1 : Articulate a coherent understanding of past societies and processes of historical change that includes local, national, global and First Nations perspectives where appropriate.
- CLO2 : Understand various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.
- CLO4 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.

- CLO5 : Act ethically, respectfully and responsibly.

### Assessment Length

2000 - 2500 words

### Assessment information

Please see Moodle for a list of possible essay questions and extra guidance.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

This task is an independent research essay. Students may choose to use a range of online tools to familiarise themselves with the topic, including generative AI, while remaining aware of their limitations. Simple editing assistance is permitted, such as standard editing and referencing functions in word processing software. The final essay will be your own work and will reflect your own research, thinking and writing. All information or evidence must be cited from peer-reviewed scholarly sources, or primary sources, as per the assessment brief.

## **General Assessment Information**

- Please use Chicago style referencing in your written assignments. A quick and comprehensive guide to Chicago style formatting can be found [here](#).
- Please see Moodle for more detailed assessment information.

## Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Online Activity	Please log in to Moodle and read the course outline.
Week 1 : 9 September - 15 September	Tutorial	Making Australian history.
	Lecture	Australia Enters the Twentieth Century
Week 2 : 16 September - 22 September	Lecture	Australia's Great War
	Tutorial	New perspectives on ANZAC
Week 3 : 23 September - 29 September	Lecture	Breadwinners and Mothers? Gendering the Nation
	Tutorial	Australian Women and Their World
Week 4 : 30 September - 6 October	Lecture	Hard Times: Australia Between the Wars
	Tutorial	Remembering the Great Depression
	Assessment	First set of tutorial responses due 4 October
Week 5 : 7 October - 13 October	Lecture	Aboriginal Australia: Protection and Resistance
	Tutorial	Stolen Generations, Apology and the Politics of Race
Week 6 : 14 October - 20 October	Lecture	No lectures this week.
	Tutorial	No tutorials this week.
Week 7 : 21 October - 27 October	Lecture	World War to Cold War
	Tutorial	Cultural Cringe in the Lucky Country
Week 8 : 28 October - 3 November	Lecture	All the Way With LBJ
	Tutorial	Sex, Liberation and Babies
Week 9 : 4 November - 10 November	Lecture	The End of White Australia? Multiculturalism and its Discontents
	Tutorial	Australia at the Border
Week 10 : 11 November - 17 November	Lecture	Mabo and Reconciliation
	Tutorial	Uluru Statement from the Heart: Voice, Treaty, Truth
	Assessment	Second set of tutorial responses due: 15 November
Week 11 : 18 November - 24 November	Assessment	Research Essay due: 20 November

## Attendance Requirements

Students are expected to attend at least 80% of the course overall (lectures and tutorials). This is required to meet the course learning outcomes:

- Analyse key events, ideas, people and developments in relation to Australian history and society since 1900
- Answer historical questions using evidence based arguments based on independently located sources

The convenor will circulate a sign-in sheet during lectures. It is your responsibility to ensure you sign when in attendance. During tutorials your tutor will keep a class roll and take attendance at the start of the session.

Please notify the course convenor or tutor by email if you will be absent.

Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

## General Schedule Information

The class timetable is available [here](#).

## Course Resources

### Prescribed Resources

Leganto will be used to post essential and recommended readings for this course. You will be able to access this on Moodle.

### Recommended Resources

There is no textbook for this course. All of the essential readings will be accessible via the course Leganto page.

If you would like a useful reference book, you may want to look up both Stuart Macintyre, *A Concise History of Australia*, Cambridge UP, 2004, and Christina Twomey and Mark Peel, *A History of Australia*, Palgrave Macmillan, 2011. Also useful are Stuart Macintyre, *The Succeeding Age*, Vol. 4 of *Oxford History of Australia*, Melbourne, 1986; and Geoffrey Bolton, *The Middle Way 1942-1995*, Vol 5 of *Oxford History of Australia*, 1986.

Leganto includes an extensive further reading and viewing list for this course.

Additional Readings:

Clark, Anna, *Making Australian History*, Penguin and Random House, 2022.

Day, David, *Claiming a Continent: A History of Australia*, Sydney, 1996.



Clark, Anna and Paul Ashton (eds), Australian History Now, New South Publishing, Kensington, 2013.

Elder, Catriona, Being Australian: Narratives of National Identity, Crows Nest, 2007.

Grimshaw, P, Lake, M. et.al, Creating a Nation, Penguin/McPhee Gribble, 1994.

Haebich, Anna, Broken Circles: Fragmenting Indigenous Families 1800-2000, Fremantle, 2000

Rickard, J, Australia: A Cultural History, Melbourne, 1988 (new edition 2010).

Waterhouse, R, The Vision Splendid: A Social and Cultural History of Rural Australia, Fremantle, 2005.

White, R, Inventing Australia: Images and identity 1688-1980, Sydney, 1981.

White, R. and Russell, P, Memories and Dreams: Reflections on Twentieth Century Australia, Sydney, 1997.

## Course Evaluation and Development

Feedback is gathered using the My Student Experience portal. In response to student feedback we have omitted the test for this course and streamlined assessments.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Administrator	Ruth Balint		Morven Brown 345		By appointment	No	No
	Eureka Henrich					No	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;

- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your

study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

### **Submission of Assessment Tasks**

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a

student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Humanities & Languages

**Email:** [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm