Unit Outline
HIST3003 Australians at War
Semester 1, 2017

Unit study package code: HIST3003
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Seminar: 1 x 3 Hours Weekly
This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at http://ctl.curtin.edu.au/wil/fieldwork/index.cfm, which also contains a link to the Fieldwork Policy and Fieldwork Manual.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Teaching Staff:

Administrative contact:
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Phone: +618 9266 7598
Email: HUM-MCCAJoiningSupport@curtin.edu.au
Location: Building: 208 - Room: 428

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.
Syllabus

This unit examines Australians and their involvement in wars from 1788 to the present. Themes include: fear of invasion; Australia’s role in the British Empire and as American ally; the cost of war; modern warfare, including peacekeeping; the impact of war on the Australian national psyche (attitudes to particular racial groups, and to people who did not serve in wars; and exclusion of women from the ANZAC legend). Historical debates will include whether the Frontier Wars should be commemorated alongside Australia’s service in overseas wars; whether there was a ‘battle for Australia’ in 1942, Australians in the Vietnam War, and the rationale for Australia’s present military engagements.

Introduction

Welcome to Australians at War HIST3003 for Semester One at Curtin. Please note that this is a Level 3 (3rd Year) unit and a certain level of knowledge is anticipated. Therefore, it should not be undertaken by students unless they have completed at least the first year and a substantial part of the second year of the History, International Relations or Anthropology/Sociology Major. Preferably, students should have completed all of their first and second year study.

Using a seminar format, this unit examines the experiences of Australians at war, both onshore and overseas, from the colonial era to the present day. It encourages students to think about what ‘war’ actually is and whether the hostilities between Europeans and Indigenous Australians (indigenous New Zealanders too during the Colonial period) on the frontier constitute warfare, the role of Anzac in our concepts of ‘nation’, and the impacts of war, both seen and unseen, in shaping Australia in the 20th and 21st centuries. We will discuss controversial issues, such as the exclusion of women and minorities from the ‘Anzac legend’; whether the frontier wars should be commemorated alongside our offshore conflicts; why Indigenous and Torres Strait Islanders were excluded from the ‘digger legend’, and why pilgrimages and war memorials proliferated as the centenary of World War 1 approached. We will engage with major social and military histories in discussing these issues.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

On successful completion of this unit students can:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>1</td>
<td>Explain the historical background of and rationale for Australia’s involvement in military campaigns from 1788 to the present</td>
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<tr>
<td>2</td>
<td>Analyse and critique the work of major Australian military historians</td>
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<tr>
<td>3</td>
<td>Analyse and assess the social and political significance of Australia’s military history</td>
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<td>4</td>
<td>Develop, individually or collaboratively, reasoned arguments and theories and draw conclusions based on evidence</td>
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Curtin’s Graduate Attributes

<table>
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<tr>
<th>Attribute</th>
<th>Skill</th>
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<tr>
<td>Apply discipline knowledge</td>
<td>Thinking skills (use analytical skills to solve problems)</td>
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<td>Communication skills</td>
<td>Technology skills</td>
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<tr>
<td>International perspective</td>
<td>Cultural understanding (value the perspectives of others)</td>
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<tr>
<td>Learning how to learn</td>
<td>Professional Skills (work independently and as a team)</td>
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<tr>
<td>(value the perspectives of others)</td>
<td>(plan own work)</td>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The work of the unit will be conducted in one 3-hour class per week. After the introductory session in Week 1, the format will be: a 2-hour seminar discussion of the topic from readings set the previous week, followed by a short break and a 45-minute lecture to contextualise the following week’s work. Please note that it is essential for students enrolled internally to attend these classes, as only the lecture and student presentations will be recorded, and peer review and discussion are important elements of your work. Students are required to attend a minimum of 9 out of 12 classes (including 2 off campus visits to museums) in order to fully understand the work of the unit. Inability to attend should be notified as soon as possible to your lecturer and a medical certificate or other relevant documentation provided.

Although assignments must be your individual work, group activity in sharing readings and developing tutorial presentations is strongly encouraged.

Seminar Topics and Readings

NOTE: For Lecture Topics, please see Unit Study Calendar on the last page of this Unit Outline.

Week 1: – Introduction to the Unit

There will be no seminar discussion this week. We will meet, introduce ourselves and go through the Unit Outline to ensure that everyone is clear on the requirements of the Unit. The lecture this week will take up a greater portion of the class time because it is an Overview of the Development of Australia’s military history from the First Settlement in NSW in 1788 through to Federation.

Preparation for Seminar 1: The Colonial Army (see Week 2)

WEEK 2: Seminar 1: The Colonial Army

Readings:

- Grey, A. Military History of Australia, chapters 1 to 4.
- Reynolds, H. (2013), The Forgotten War, New South Publishing, chapter 2, ‘But was it warfare’ [E-reserve].
Questions:

1. According to Frost, how significant was the defence of the British Empire as a reason for founding Australia in 1788?
2. From reading Grey, what can you identify as some of the characteristics of military units in colonial Australia?
3. How does Grey define ‘warfare’?
4. How do Connor, Collins and Reynolds assess the frontier conflicts? Can these be regarded as ‘warfare’ according to Grey’s definition?
5. Should the frontier ‘wars’ be regarded as part of Australia’s military history and, if so, what would this mean?
6. According to Mordike, how important were the British influence and British Imperial ambitions in shaping the Australian army?
7. Identify any other characteristics or features of this period, not included in the above questions, which (in your opinion) impacted upon Australia’s defence force in the 20th century?

Preparation for Seminar 2: Shaping the Nation? Australians and World War I (see Week 3).

WEEK 3: Seminar 2: Shaping the Nation? Australians and World War I

Readings:

- Grey, A Military History of Australia, chapters 5-8.

Questions:

1. After reading Field, Trainor and Horner, what do you conclude about the nature of the Australian expeditionary force (the AIF) that was recruited to fight in World War I?
2. From Beaumont’s chapter ‘1914: Going to War’, what do you conclude about Australian society in 1914?
3. Why is the Gallipoli campaign so strongly linked with Australian nationhood? (see Reynolds especially).
4. Grey states at the beginning of Chapter 5 (p 84): ‘Some of the central myths in Australian history have their genesis in the Great War’. From your reading of Grey and the other sources in this topic, why has the 1914-18 war been such a powerful source of myth?
5. To what extent do you think that World War I 'shaped' the Australian nation?

Week 4: – Visit to the Army Museum in Fremantle

This week we will visit the Army Museum, Burt Street, Fremantle. The cost per student will be $8 (with student
concession card). The Museum requires photo ID on entry. Parking is free and ample in the parade ground at the front of the Museum. A location Map will be made available in class and on Blackboard. Students are expected to attend, and the Museum has organised an individual tour for us. The cost is, after all, equivalent to about 2 cups of coffee, and your contribution helps to maintain the Museum and keep it open for the public.

The Museum contains displays of all the wars that Australia has been involved in, and a research centre. It may give you ideas for your research projects. Please see: [http://www.armymuseumwa.com.au/](http://www.armymuseumwa.com.au/) for details of the exhibitions.

**Preparation for Seminar 3 – please see Week 5**

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**Week 5: Seminar 3 – 'Anzacery'**

**Readings:**

- Mark McKenna (2010), 'Anzac Day: How did it become Australia’s national day?' in Lake & Reynolds, *What’s Wrong with Anzac?* pp. 110-34.
- Douglas Newton, 'The hard questions we should face on Anzac Day 2016' [http://johnmenadue.com/blog/?p=6216#comment-48417](http://johnmenadue.com/blog/?p=6216#comment-48417)

**Questions:**

'Anzackery' has been defined by the *Australian National Dictionary* as ‘the promotion of the Anzac legend in ways that are perceived to be excessive or misguided.

1. After reading Dyrenfurth and Deery & Bongiorno, what are you able to conclude about changing perceptions of Anzac Day?
2. Why do Australians (in McKenna’s words) ‘still wish to cling to a nineteenth century concept of nationhood’?
3. Bollard asserts (p 12) that ‘the popular understanding of World War I is layered with multiple layers of ignorance’. What impact do this – and the ‘myths and misconceptions’ that Lake argues are built up around the Gallipoli Campaign – have on attitudes to the Anzac Legend?
4. Why do Australians ‘get so emotional about Anzac’ as Joy Damousi puts it?
5. As shown by the vast number of entries on the Honest History ‘Anzac Analysed’ site, many scholars are deeply concerned about the way Anzac Day is commemorated. Identify for discussion some of the major points for
this concern (e.g. Newton’s ‘hard questions’ and Brull’s ‘political correctness’). Do you agree or disagree that ‘Australia has become more jingoistic over the past few decades?’

Week 6: Seminar 4 – Conspiracy Theories: The loss of HMAS Sydney

Readings:


Questions:

1. Why has the tragic sinking of the Sydney led to such a wealth of misinformation and conspiracy theories?
2. What are the main themes of these theories?
3. Are any of these theories plausible? Why or why not?
4. Why hasn’t finding the location of the two wrecks dispelled these theories?

Preparation for Seminar 5: See Week 9

Please Note: Weeks 7 and 8 are Non-Teaching Weeks

WEEK 9: – Seminar 5: Fighters from the Fringe? Aboriginal and Torres Strait Islander servicemen in World War II.

Readings:

- Grey, A Military History of Australia, chapters 7 & 8 (for context)
- Hall, R.A. Fighers from the Fringe. Aborigines and Torres Strait Islanders Recall the Second World War, Aboriginal

Studies Press, 1995 (One Line Resource, Curtin University Library). Read as many of the recollections of Indigenous and Islander service personnel as you can, but especially Saunders, Noonuccal, Waters.


Questions:

1. Why was the Australian Government so reluctant to permit Indigenous and Islander people to enlist?
2. How did some Indigenous and Islander men avoid these restrictions?
3. What were some of their experiences in combat?
4. Why were they largely excluded from the 'digger legend'?
5. Did active service make any difference to their status when they returned to Australia?

Preparation for Seminar 6: See Week 10.

WEEK 10 – Seminar 6: War? What for? the Anti-War and Anti-conscription movement

Readings:

- Grey, A Military History of Australia, passim. See entries under ‘Conscription’ in Index.
- Oliver, B (1997), Peacemongers. Conscientious objectors to military service in Australia, 1911-1945, Fremantle Arts Centre Press, Fremantle, chapter 5, 'Loyalty to Conscience or duty to the state? Conscientious objectors 1939-45'.

Questions:

1. From your reading, what do you conclude about resistance to war and/or conscription in Australia?
2. How significant has conscription been in providing a defence force for Australia?
3. According to Archer, the one genuinely unique feature of Australia's World War I experience is that the Australian people were permitted to vote on whether the government should introduce conscription for military service overseas. Why is this fact so little known or acknowledged in the literature?
4. Given that conscientious objectors have always been a minority, why have governments invested so much effort in punishing them?
5. Why did some sections of the military claim that the Vietnam War was 'not lost on the battlefield but in the

6. Is it the citizen’s duty to fight for his or her country?

Preparation for Seminar 7 (see Week 11)

WEEK 11 – Seminar 7: Commemoration – whom do we commemorate, what do we commemorate, why do we commemorate?

Reading:

- Stephens, John (2014), ‘Forgetting the wars: the fall and rise of war commemoration in Australia’ in Bobbie Oliver & Sue Summers, eds, Lest we forget? Marginalised aspects of Australia at war and peace, Black Swan Press, pp. 159-78.

Questions

1. From your readings, which particular social functions do you identify war memorials as serving?
2. Whom do war memorials commemorate and whom do they ignore?
3. Why are ‘practical’ memorials so few compared with commemorative statues?
4. According to Richards (p 280), ‘to remain relevant, memorials have been modified, adapted, refurbished and even moved, and new memorials have been erected’. Does ‘relevance’ explain the upsurge of memorial building in the latter 20th and early 21st century, or are there other factors to be considered?
5. Are memorials the most inclusive and effective way of commemorating people who lived and actions that took place in the past?
6. The sources mention ‘forgetting’ as well as ‘remembering’. What role does ‘forgetting’ have in commemoration? What are some of the things the authors believe that Australians want or need to forget?
7. From the readings, do you agree that modern Australians are uncomfortable with ‘monuments to murder’. What would be the Australian equivalent to stolpersteine? Do you think that most Australians would ever be willing to erect such monuments?

Preparation for Seminar 8 (see Week 13).
WEEK 12 – Visit to the Aviation Heritage Museum, Bull Creek Drive, Bull Creek.

Cost: To be confirmed. Details will be circulated in advance in class and on Blackboard.

WEEK 13 – Seminar 8: Mercenary Nation? Does Australia always fight 'other people's wars?'

Readings:

- Grey, Jeffery, *A Military History of Australia*, especially chapter 11, but the topic encourages you to reflect upon Australia's entire military history.

Questions:

1. According to Grey (Military History, p. 286), ‘Australians cannot concentrate on the defence of this continent and its immediately contiguous waters to the exclusion of all else…’. In the light of the readings above and elsewhere in unit, do you agree or disagree?
2. To what extent do you think that Australia's military commitments are driven by political expediency?

Preparation for Seminar 9 (see Week 14).

WEEK 14 – Seminar 9: The Cost of War

Readings:

On the concluding page of his book, The Cost of War (p. 257), Stephen Garton writes:

'...Lurking beneath the worthy Anzac tradition is a darker story of premature death, grief, the shattered lives of many who survived, and the emotional wounds inflicted on those to whom they returned. Why has nation come to be entwined with death? Can we have one without the other? Is one worth the other? Perhaps the challenge is to create a new policy without forgetting the old: to broaden our national values without losing the old and to find meaning in being Australian without suffering the futility of war and all its consequences. Or is willing sacrifice and the embrace of death for the collective the only way we can assure ourselves that where we live has any worth?'

1. These are very thought-provoking questions. In the light of the readings above and in previous weeks, how would you answer Garton’s questions regarding our concepts of nation and sacrifice?

2. What really is the true cost of war?

**Learning Resources**

**Library Reading List**

The Reading List for this unit can be accessed through Blackboard.

**Essential texts**

The required textbook(s) for this unit are:

- Craig Stockings, ed (2010), *Zombie Myths of Australian Military History*, University of NSW Sydney.

**Online Resources**


http://link.library.curtin.edu.au/p?pid=CUR_ALMA51114420450001951
(ISBN/ISSN: ...)

**Other resources**


Please note that this is not a substitute reading for Grey, but it may help you to gain an overview of Australian Military History. All other required readings may be found on E-reserve or in electronic versions of journals.
accessed through the Curtin University Library catalogue (as detailed in each of your tutorial and essay topic reading lists). All students may access iLectures via Blackboard shortly after the lecture has been delivered in class. Email and Discussion Group facilities and relevant URLs will be available on the unit website on Blackboard.

**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review essay</td>
<td>30 percent</td>
<td><strong>Week</strong>: A week after the seminar presentation. &lt;br&gt;<strong>Day</strong>: Saturday &lt;br&gt;<strong>Time</strong>: 12 midnight (WA time)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Tutorial presentation discussion and peer review</td>
<td>30 percent</td>
<td><strong>Week</strong>: The week of the seminar &lt;br&gt;<strong>Day</strong>: Wednesday &lt;br&gt;<strong>Time</strong>: 9.00am</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Major research essay</td>
<td>40 percent</td>
<td><strong>Week</strong>: Week 14 &lt;br&gt;<strong>Day</strong>: Friday &lt;br&gt;<strong>Time</strong>: midnight (WA time)</td>
<td>2, 3, 4</td>
</tr>
</tbody>
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**Detailed information on assessment tasks**

1. **Assignment 1: Review Essay, 1500 words**
   
   Each student is required to present part of ONE seminar topic (It is anticipated that most seminars will be presented by a team of between two and four students). After the seminar has been presented and feedback received, each presenter is required to write a review essay of the source(s) s/he researched for the topic. As an example, you might discuss Connor’s, Collins’ and Reynolds’ approaches to whether Indigenous and European conflict on the colonial frontier was warfare; or Dennis, Frame and Olsen on the conspiracy theories surrounding the loss of the Sydney’. Note that this is a review essay – that is, your primary aim is to discuss the sources’ perspective on the issue, rather than your own. You will find examples of how to write a review essay in the Study Area on Blackboard. You may express an opinion on the source (was it factually accurate, was the argument convincing, did it agree or disagree with another source).

   This essay must be appropriately and adequately referenced using one of the referencing styles acceptable to Curtin University. For guidance, see [http://library.curtin.edu.au/study-and-research-tools/referencing.cfm](http://library.curtin.edu.au/study-and-research-tools/referencing.cfm).

   Footnoting or endnoting is strongly recommended for History students (e.g. Chicago Turabian – see p. 12).

   Note: This assignment helps students achieve all learning outcomes, but in particular outcome 2. It is intended to assist you in summarising an argument and discussing different arguments in several sources. You are not using the sources as evidence to prove your own conclusion as you will be in your major research essay.

   Assessments must be submitted via the relevant Turnitin submission points in Blackboard. Note that each assessment will have separate **DRAFT** and **FINAL** submission points set up in Blackboard.

   - The **Draft** submission point will allow MULTIPLE submissions, for which students will receive feedback from Turnitin in the form of an Originality report. Submitting a draft is optional, and draft submissions will NOT be marked.
   - The **Final** submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

2. **Assignment 2: Seminar Presentation, discussion and peer review.**

   1. Working in pairs, threes or fours, students will develop, prepare and, where appropriate, debate a topic of their choice from the list of seminar topics to be studied in the Unit. Each presentation should be accompanied by a one page handout of dot points (please make enough copies for class members).
outlining the main points to be discussed. Please note that the presenters are expected to present a
discussion starter to lead into the seminar questions, and to lead the discussion, not answer all the
questions. The Presentations should not exceed 20 minutes in length to allow plenty of time for class
discussion, which is led by the presenter(s).

2. Class discussion of the presentations, and feedback to their peers on a week-by-week basis. Students
are encouraged to give honest feedback and constructive criticism.

Note: This assignment helps students achieve all learning outcomes, but in particular 4.

**Students will be graded out of 15 for each of (1) and (2).**


Working with the Unit Coordinator, prepare an original research topic as your major research essay. The topic
must show either:

1. evidence of primary research, using either physical resources from a local archive or on line resources
(Australian War Memorial, John Curtin Prime Ministerial Library or other repository), as well as **at least
10 secondary sources**, OR:

2. present and discuss a theoretical 'problem' in Australia's military history, using a wide range of **at least
12 secondary sources** including relevant works from the unit.

This essay must be appropriately and adequately referenced using one of the referencing styles acceptable to
Curtin University. For guidance, see [http://library.curtin.edu.au/study-and-research-tools/referencing.cfm](http://library.curtin.edu.au/study-and-research-tools/referencing.cfm)

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marked.
- The **Final** submission point will allow only ONE submission which will be marked and late submissions are allowed
as per the late assessment policy.

### Pass requirements

There are two requirements to achieve a 'pass' grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit and assessment will result in a 'Fail-incomplete' grade for the unit irrespective of
the mark achieved

### Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning
outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of
assessment are described in the Assessment and Student Progression Manual, available from
[polices.curtin.edu.au/policies/teachingandlearning.cfm](polices.curtin.edu.au/policies/teachingandlearning.cfm)
Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

Referencing style
The referencing style for this unit is Chicago Turabian.

More information on this referencing style can be obtained at http://writing.wisc.edu/Handbook/DocChicago.html

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
**Student Rights and Responsibilities**

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

**Recent unit changes**

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Additional sources consulted for unit delivery.
2. Some updating of material and addition of new tutorial topics.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class/Date</th>
<th>Seminar/Lecture</th>
<th>Texts</th>
<th>Assessment due</th>
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<tbody>
<tr>
<td>1.</td>
<td>20 Feb</td>
<td>Orientation Week</td>
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<td>2.</td>
<td>27 Feb</td>
<td>Introduction to the Unit</td>
<td>Lecture: The Colonial Army</td>
<td>Grey chapters 1-4</td>
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<td>Stockings, ch. 4</td>
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<td>3.</td>
<td>6 March</td>
<td>Seminar: The Colonial Army.</td>
<td>Lecture: Australia in World War One</td>
<td>Grey chapters 1-4</td>
<td>Presentation 1</td>
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<td>13 March</td>
<td>Seminar: Shaping the nation?</td>
<td>Australians and WW1.</td>
<td>Grey chapters 5-6</td>
<td>Essay 1;</td>
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<td>Lecture: Anzac Day</td>
<td>Stockings 3, 4</td>
<td>Presentation 2.</td>
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<td>4.</td>
<td>20 March</td>
<td>Visit to the Army Museum of Western</td>
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<td>Australia, Fremantle</td>
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<td>Honest History; Stockings ch 3</td>
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<td>6.</td>
<td>3 April</td>
<td>Seminar: Conspiracy Theories: The Loss</td>
<td>Lecture: The Pacific War</td>
<td>Stockings ch 6</td>
<td>Presentation 4;</td>
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<td>of HMAS Sydney</td>
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<td>Essay 3.</td>
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<td>7.</td>
<td>10 April</td>
<td>Tuition Free Week</td>
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<td>8.</td>
<td>17 April</td>
<td>Tuition Free Week</td>
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<td>Grey ch. 7</td>
<td>Presentation 5</td>
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<td>Presentation 6</td>
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<td></td>
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<td>and why?</td>
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<td>12.</td>
<td>15 May</td>
<td>Visit to the Aviation Heritage Museum,</td>
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<td>Bull Creek</td>
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<td>13.</td>
<td>22 May</td>
<td>Seminar: Does Australia always fight</td>
<td>Lecture: The Cost of War</td>
<td>Stockings, ch 9 &amp; 10</td>
<td>Presentation 8</td>
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<td>‘other people’s wars?</td>
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<td>Grey, chs 9-11.</td>
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<td>14.</td>
<td>29 May</td>
<td>Seminar: The cost of War</td>
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<td>Garton, Lake, Fedorovich,</td>
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<td>Conclusion</td>
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<td>Robinson, Oppenheimer etc.</td>
<td>Presentation 9</td>
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The only authoritative version of this Unit Outline is to be found online in OASIS.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>5 Jun</td>
<td>Study Week - Essay 9 (from Presentation 9 to be submitted at the end of this week).</td>
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<td>12 June</td>
<td>Examinations – there are no examinations in this unit</td>
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<tr>
<td>19 June</td>
<td>Examinations – there are no examinations in this unit</td>
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