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# Sydney: Analyzing and Exploring the Global City

COURSE DESIGNATOR SDNY 3013

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

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## COURSE DESCRIPTION

This course is designed to encourage students to engage in a critical analysis of the development of modern cities, in particular Sydney. It will trace Sydney's development from a 'colonial outpost' into the 'thriving metropolis' it is today. The course will examine how the forces of colonization, migration, modernization and globalization have affected the city and its inhabitants. Students will gain insights into the changing dynamics and identities of its inhabitants, and will also look at the forces, which have shaped Sydney's relationship with the rest of the world. The course is organized thematically, with each theme examining different aspects of the city. It begins with an introduction to the city, then a discussion of Sydney as a colonial city, moving into an analysis of its identities, impact of migration and finally its commerce, cityscape and urban future. The course ultimately intends to help students contextualize their travels and encounters in the city, and will help them develop informed interpretations of Sydney while they are here.

## METHODOLOGY

This course blends lecture based material with experiential learning through field trips, and encourages classroom participation. A specific list of readings is provided. However students are encouraged to read further on the topics listed for each week and come prepared to class for discussion and debate. Learning will be evaluated through presentations, researched essays and a final short answer exam.

## REQUIRED READING AND RESOURCES

Alexander, G. 2010. *Surviving Sydney Cove: the diary of Elizabeth Harvey, Sydney, 1790*. Scholastic Press, N.S.W.

Birmingham, J. 1999. *Leviathan: The Unauthorised Biography of Sydney*. Knopf/Random House, Sydney.

Connell, J. 2000. *Sydney: the emergence of a world city*. Oxford University Press, Melbourne.

Flannery, T. 2000. *The Birth of Sydney*. Grove Press, New York.

Irving, T. & Cahill, R. 2010. *Radical Sydney: places, portraits and unruly episodes*. UNSW Press, Sydney.

Karskens, G. 2009. *The colony: a history of early Sydney*. Allen & Unwin, Crows Nest, N.S.W.

Poynting, S. and Collins, J. (eds). 2000. *The Other Sydney: Communities, Identities and Inequalities in Western Sydney*. Common Ground Publishing, Victoria.

Spearritt, P. 2000. *Sydney's Century: A History*. UNSW Press, Sydney.

Turnbull, L. H. 1999. *Sydney: Biography of a City*. Random House, Sydney.

## GRADING

### PENALTIES FOR WORK SUBMITTED LATE

Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

## CLASS PARTICIPATION

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation - for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

## CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B- C+	80-82 77-79	Achievement that meets the course requirements in every respect.
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## GRADING FOR ASSIGNMENTS

Field Paper	15%
Class Participation	10%
Class Presentation	20%
Research Paper	25%
Final Exam	30%

## SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p><b>Lecture</b> Introducing Sydney: the global city</p> <p><b>Topic</b> Introduction to the course, its themes and concepts</p> <p>Lecture and Discussion: Debates on the construction of Sydney as a global city</p> <p><b>Reading</b> McNeil, D., R. Dowling &amp; B. Fagan. 2005. Sydney/Global/City: An Exploration, in <i>International Journal of Urban and Regional Research</i>, Volume 29.4 (December), pp. 935–944.</p>
Week 2	<p><b>Lecture</b> The Colonial Outpost</p>

	<p><b>Topic</b> Botany Bay, Convicts, Imperial networks and early convict responses to the new environment.</p> <p><b>Theme</b> Colonial Sydney</p> <p><b>Reading</b> Garvey, N. 2007. Selling a penal colony: the booksellers and Botany Bay. <i>Script and Print</i>, Volume 31, no.1, pp. 20-38.</p> <p>Karskens, G. 2006. Nefarious geographies: convicts and the Sydney environment in the early colonial period, <i>Tasmanian Historical Studies</i>, Volume 11, pp. 15-27.</p> <p>Neville, R. 2000. Eager Curiosity: engaging with the new colony of New South Wales, <i>The World Upside Down</i>. National Library of Australia, Cabberra, pp. 7-12.</p>
Week 3	<p><b>Lecture</b> Field class I: The Rocks</p> <p><b>Topic</b> Class fieldtrip to the historic ‘Rocks’ section of Sydney</p> <p><b>Theme</b> Colonial Sydney</p> <p><b>Reading</b> Grace Karskens. 2009. The Rocks, <i>Sydney Journal</i>, 2(1) June 2009, pp. pp 117–123.</p>
Week 4	<p><b>Lecture</b> Heritage and Politics of the Past</p> <p><b>Topic</b> Spaces of commemoration, museums and colonial exhibitions.</p> <p><b>Theme</b> Colonial Sydney</p> <p><b>Reading</b> Crespo, M. 2008. Urban Spectacles in Colonial Times: Comparing the first Sydney and Melbourne International Exhibitions, <i>Cross sections</i>, Volume IV, pp. 31-45.</p> <p>Orr, Kirsten. 2009. Designing Sydney, 1879-1891: Visions of an Antipodean South Kensington, <i>Journal of Australian Colonial History</i>, Vol. 11, pp. 147-166. 8</p> <p>Russell, D. 2007. Would you build a Town Hall in a cemetery? The fascinating story of how the site for the Sydney Town Hall was gained, <i>National Library of Australia News</i>, Volume 17, no. 12, September, pp. 3-6</p>
Week 5	<p><b>Lecture</b> Field class II: Art and Culture</p> <p><b>Topic</b> Class fieldtrip to the Art Gallery of New South Wales</p> <p><b>Theme</b> Colonial Sydney</p>

	<p><b>Reading</b>  Sambrani, Chaitanya. 2004. New lanterns for old: how far can Australian engagement with Asia transcend old shibboleths? How new are the perspectives offered by the 'New Asian Galleries' at the Art Gallery of New South Wales?, <i>Meanjin</i> 63.2, pp. 65-67.  Explore the Art Gallery of New South Wales website: <a href="http://www.artgallery.nsw.gov.au/">http://www.artgallery.nsw.gov.au/</a></p>
Week 6	<p><b>Lecture</b>  Indigenous Identities</p> <p><b>Topic</b>  Indigenous history of Sydney, Sacred sites, spaces, culture and traditions</p> <p><b>Theme</b>  Identities</p> <p><b>Reading</b>  Clendinnen, I. 2005. Dancing with Strangers, <i>Dancing with Strangers: Europeans and Australians at First Contact</i>. Cambridge University Press, New York, pp. 6-12.</p> <p>Frost, A. 1990. New South Wales as terra nullius: The British denial of Aboriginal land rights in Janson, S &amp; Macintyre, S (eds.) <i>Through White Eyes</i>, Allen &amp; Unwin, Sydney, pp. 65-76.</p> <p>Kohen, J. 2000. First and last people: Aboriginal Sydney, in Connell, J. (ed.) <i>Sydney: the emergence of a world city</i>, Oxford University Press, Melbourne.</p>
Week 7	<p><b>Lecture</b>  Field class III: Royal Botanical Gardens Indigenous Tour</p> <p><b>Topic</b>  Class fieldtrip to the Royal Botanic Gardens, with a guided talk from an Indigenous heritage officer.</p> <p><b>Theme</b>  Identities</p> <p><b>Reading</b>  Armstrong, Helen. 2004. Future gardens: re-enchantment of the garden as a place of hope, <i>Landscape Australia</i>, volume 27, no.1, November, pp. 36-38, 40.</p>
Week 8	<p><b>Mid Term Break</b></p>
Week 9	<p><b>Lecture</b>  Multi-ethnicity and Migration</p> <p><b>Topic</b>  Migration and urban change in Sydney</p> <p><b>Theme</b>  Identities</p> <p><b>Reading</b>  Butcher, M. 2003. Revisioning Sydney, <i>Space and Culture</i> 6, pp. 187-194.</p> <p>Collins, J. &amp; W. Lalach. 2004. The dismantling of Australian multiculturalism and the migrant third sector: spotlight on the St George region of Sydney, <i>Third Sector Review</i>, Volume 10, no. 2, pp. 85-97.</p> <p>Cotton, K. 2004. Beyond the roads to refuge, <i>Inform</i> (Sydney, NSW), June, pp. 8-12.</p>
Week 10	<p><b>Lecture</b>  Representing Identities: Sydney on Film</p>

	<p><b>Topic</b> Representing and Imagining Sydney, fictional narratives about the city <i>Looking for Alibrandi (2000)</i></p> <p><b>Theme</b> Identities</p> <p><b>Reading</b> Hynes, Louise. 2000. Looking for identity: food, generation and hybridity in 'Looking for Alibrandi', <i>Australian Screen Education</i>, no.24, Spring, pp. 30-36.</p> <p>McInally, Kathryn. 2007. Not quite white (enough): intersecting ethnic and gendered identities in 'Looking for Alibrandi', <i>Building Cultural Citizenship: Multiculturalism and Children's Literature</i>, Papers (Victoria Park, WA), volume 17, no. 2, December, pp. 59-66.</p> <p>Simmons, Gary. 2003. From the bush to the mall: Australian films reflect Australia's cultural growth and its fluid national identity, <i>Australian Screen Education</i>, no. 33, Summer, pp. 58-63.</p>
Week 11	<p><b>Lecture</b> Architecture and the Cityscape</p> <p><b>Topic</b> City branding and the changing skyline.</p> <p><b>Theme</b> Commerce, Cityscape, and Urban Future</p> <p><b>Reading</b> Punter, J. 2009. From the ill-mannered to the iconic: Design regulation in central Sydney 1947–2002, <i>Town Planning Review</i>, Volume 75, no. 4, December, pp. 405-445.</p> <p>Rosenthal, M. 2008. London versus Sydney, 1815–1823: the politics of colonial architecture, <i>Journal of Historical Geography</i>, Volume 34, Issue 2, April, pp. 191-219.</p> <p>Searle G. &amp; J. Byrne. 2002. Selective Memories, Sanitized Futures: Constructing Visions of Future Place</p>
Week 12	<p><b>Lecture</b> The Sydney Brand</p> <p><b>Topic</b> Olympic games, tourism and its impact on the city.</p> <p><b>Theme</b> Commerce, Cityscape, and Urban Future</p> <p><b>Reading</b> Allon, F. 2004. Backpacker Heaven: The Consumption and Construction of Tourist Spaces and Landscapes in Sydney, <i>Space and Culture</i>, vol. 7, 1, February, pp. 49-63.</p> <p>Jacobsen, L. 2006. The Polysemous Coathanger: The Sydney Harbour Bridge in Feature Film, 1930-1982, <i>Senses of Cinema</i>, available: <a href="http://archive.sensesofcinema.com/contents/06/40/sydney-harbour-bridge.html">http://archive.sensesofcinema.com/contents/06/40/sydney-harbour-bridge.html</a></p> <p>Waitt, g. 2001. The city as tourist spectacle: marketing Sydney for the 2000 Olympics, <i>Virtual Globalization: Virtual Spaces/Tourist Spaces</i>, Taylor &amp; Francis Books, Oxfordshire, pp. 220-244.</p>
Week 13	<p><b>Lecture</b></p>

	<p>Conclusions and Exam Preparation</p> <p><b>Topic</b>  <i>Research Paper due in Class</i>  Course Review and discussion of exam next week</p> <p><b>Theme</b>  Commerce, Cityscape, and Urban Future</p> <p><b>Reading</b>  Randolph, B. 2004. The Changing Australian City: New Patterns, New Policies and New Research Needs, <i>Urban Policy and Research</i>, 22(4), pp. 481-493.</p>
Week 14	<b>Exam in class time</b>

### Field Study Report

Length: 1500 words – due in week 6

This assignment is based on **one** of the field classes for the course. It involves a written analysis of the field study to assess its significance in understanding Sydney's development and nature as a global city. Your report should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts discussed. Suggested contextual readings for the field studies will also be provided along with questions and themes to consider. You should also read further around the topic in preparation for your paper. Your analysis of the site should be analytical rather than descriptive, based on a clearly stated thesis, and supported by **at least four** secondary sources, which should be cited in your text and in a final bibliography. Specific assignment details and questions will be provided before each field class. You can also include photographs, charts and any other relevant material from the visit in your paper.

### Class Participation

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation-for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

### Class Presentation

During the first week of classes, students will be asked to choose a topic from one of the weeks to present on. Your 20-minute presentation will be given during the class period scheduled for the chosen topic. Depending on the class numbers you may give individual presentations or a team presentation, at the discretion of the lecturer. To prepare for your presentation you will be expected to read and analyze critically the set readings, and a number of further readings around the topic. If required, your lecturer is available to refer you to further suitable material.

The presentation may be presented in a variety of formats, such as discussion, debate, visual display and you are encouraged to use audio-visual materials. However, it is important to remember that the presentation itself should address the topic and should summarize what you regard as the main issues or aspects of the topic. Your presentation should aim to engender discussion and debate in the class. You are encouraged to raise further questions that may have arisen out of your research, without necessarily answering them yourself, for the class to consider and debate.

### Research Essay

Length: 2-3000 words

Due: Week 13 in class

The research essay should address **one** of the themes covered in this course. You can discuss possible research questions with your lecturer. Alternatively you can choose to write a field trip report which documents your findings from a field trip the class undertakes (you may choose to report on any **one**). Your report should relate to specific material covered in class and demonstrate a firm understanding of the concepts discussed. You can include not only a written report, but also photographs, charts and any other relevant material from the trip. The report should not be a simplistic description of the trip but should be a critical analysis of the topic relating to the particular trip you choose to write on. An example of the kind of project work you might want to undertake will be handed to you in class (Docklands report from CAPA London).

Students are encouraged to select carefully one topic to research, as early in the course as possible. This will allow you to gather your material as the course progresses and begin to work on your first draft. This is a research essay and in order to satisfy the requirements you are asked to demonstrate that you have undertaken substantial research. At a minimum there should be no less than *eight* citations. A high distinction level will require extensive research. All essays will need to use the material derived from research in a critical and analytical discourse. Your class readings are a good starting point, but not exhaustive, and you should use other sources as well.

### Essay/Report Writing Guidelines

In order to pass, your essay must:

- Be entirely your own work
- Be within 10% of the required length
- Include a reference list of a minimum of 8 items
- Include at least 3 reference items not contained within the course outline
- Be adequately and correctly referenced
- Directly address the question
- Demonstrate your research skills

To achieve a Credit grade in an essay it is expected that you will consult further references and/or present your arguments in a coherent and analytical fashion. To achieve a Distinction or High Distinction you will need to undertake extended research and you will need to have used the information and material gained from your research in a critical, analytical and sophisticated fashion. If an essay contains little or no research the essay will be failed.

### Instructions for the Essay Format

- Leave a space and a half between lines
- Write text on one side of the paper only
- Leave a wide left hand margin for the marker's comments
- Number and staple together all pages
- Ensure your name is clearly written on each essay page
- Use the Harvard (in text) referencing system
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays

### Final Exam

This exam will be held in the last week (Week 14) of class. It will be a test of, and rely on, the student's willingness and ability to read with care and evaluate the material the course has covered.

## **ATTENDANCE POLICY**

Students must attend all classes and gallery visits and be able to certificate genuine absences. Any absence should be justifiable in terms only of illness, religious holiday or an internship interview.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

## STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.