



SDNY URBS 3345A
Sydney: Analysing and Exploring the Global City

CAPA SYDNEY PROGRAM



Sydney by night: a view from Milson's Point

Course Description

This course traces Sydney's development from early Indigenous connections to Sydney as tribal country, the establishment of a colonial outpost of the British Empire, through to the thriving multi-cultural metropolis it is today. The course will examine how the forces of colonization, migration, economic modernization, and globalization have affected the city and its inhabitants. Students will gain insights into the changing dynamics and identities of communities within Sydney, and will also look at the forces that have shaped Sydney's relationship with the rest of the world, in particular Asia.

Course Aims

This course is designed to encourage students to engage in a critical analysis of the impact of globalization on the development of modern cities, in particular Sydney. 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.

Requirements and Prerequisites

There are no pre-requisites for this course. It is approached from the disciplinary frameworks of sociology, anthropology, and global studies.

Learning Outcomes

Through this course and the assessment tasks, students will learn to analyze and interpret the spaces and socially constructed places in Sydney through the lens of social and anthropological theory. Field excursions and independent fieldwork will further provide the opportunity to engage directly with the people and places that make up the diverse cultural and social landscape of Sydney and enhance their knowledge and understanding of Sydney as a global city.

At the end of this course students should be able to:

1. Recognise, describe and interpret examples of the impact of globalisation on Sydney both historically and in the contemporary context.
2. Explore and analyse Sydney spatially and reflect on differences and similarities between Sydney and their home environment.
3. Appreciate diversity through an ability to describe, interpret and respect the differences between their home country and Australian society.
4. Understand concepts of, and the implications of, the realities of power, privilege and inequality in urban environments as it applies to the greater Sydney region.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class methodology

This course blends classroom-based learning, (lecture, student presentations, debate and discussion), with experiential learning through field trips and field research. Class participation involves critical engagement with set readings through group presentations, discussion and debate. Students are encouraged to read further on the topics listed for each week. Learning will be evaluated through presentations, a research report, research essay and a final essay format exam.

The course includes field classes. You are encouraged to participate in events/activities from the CAPA Sydney MyEducation calendar to broaden your understanding of this subject in the context of Sydney and Australia. You will be asked to draw on these experiences in one or more assessment tasks within this course.

Final Exam

The final exam consists of short essay-style answers to a choice of questions on material covered in the course. Time allowed: 2 hours.

Assessment & Grading

Task	Weighting	Learning outcome assessed
1. Class Participation (including online)	10%	1, 2, 3, 4
2. Class Presentation and Facilitation	20%	1, 2, 3, 4
3. Mid Semester Test	10%	1, 3, 4
4. Research Paper	35%	1, 2, 3, 4
5. Final Exam	25%	1, 2, 3, 4

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.

Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

1. Class Participation 10%

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 insight demonstrated in your input to the class discussion and debate. This includes the online discussion forums and the Globally Networked Learning mapping project.

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

2. Class Presentation and Facilitation 20%

During the first week of classes, students will be asked to choose a topic from one of the seminars to present on in a group of 4 or so. As a group you will first do a presentation (10 mins) on the topic demonstrating that you have read, in addition to the set reading, at least two other readings chosen from the syllabus. After discussing the readings (not simply summarizing) and highlighting the author's argument (s) the second part of your presentation (10 mins) should illustrate the ideas from the readings with reference to a case study (community, location, etc.) within Sydney. The third and final stage (30 mins) involves facilitating a class

discussion, debate or other format designed to further explore the topic. The class may be broken into groups for this activity. You may facilitate more than one activity.

You will be assessed on the extent to which you engage critically with the topic and the extent to which you engender discussion and debate in the class. Presentations that focus too heavily on factual, historical, or biographical information will lose marks.

3. Mid-Semester Test 10%

An online multiple choice quiz that tests student knowledge and understanding of material covered in the first part of the course.

4. Research Paper 35%

Length: 2000 words. Submit online in CANVAS.

The research essay should address *one* of the themes covered in this course. You can discuss possible research questions with your lecturer. Your question must be approved by your lecturer. Your essay 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. The essay should be a critical analysis of the topic.

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, develop a question, 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 of academic literature also included in your list of references. All essays will need to use the material derived from research in a critical and analytical discourse. You may only use *four* readings from the syllabus. The remainder must be found through your own library research. If an essay contains little or no research, and/or is written in a purely descriptive style with little or no critical thought process evident, the essay will be failed.

5. Final Exam 25%.

This exam will be held in class during the last seminar. 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. You will write three essays chosen from a list of seven. The exam will be conducted in class and submitted online on completion.

Instructions for submitting written work

- Spacing. 1.5 or double between lines.
- Use a clear font, such as Times Roman, and 12 pt.
- Use the Harvard (in text) referencing system.
- All assignments should be uploaded online. Please log in to Canvas.
- Make sure you retain a copy of your work in case of lost or misplaced essays.

Course Materials

Required Readings

See the weekly schedule for a detailed list of readings.

Recommended Reading

The following texts provide both historical and contemporary overviews of Sydney and its emergence as a global city, in particular the experience of people from different backgrounds:

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

Birmingham, J. 1999. *Leviathan: The Unauthorized Biography of Sydney*. Knopf/Random House, Sydney
Connell, J. 2000. *Sydney: the emergence of a world city*. Oxford University Press, Melbourne
Falconer, D. 2010. *Sydney*, University of NSW Press, Sydney
Flannery, T. 2000. *The Birth of Sydney*. Grove Press, New York
Freestone, R. & Randolph, B. & Butler-Bowdon, C. (eds) 2006. *Talking about Sydney – Population, community and culture in contemporary Sydney*. University of NSW Press, Sydney
Irving, T. & Cahill, R. 2010. *Radical Sydney: places, portraits and unruly episodes*. University of NSW Press, Sydney
Karskens, G. 2009. *The colony: a history of early Sydney*. Allen & Unwin, Crows Nest, N.S.W.
Spearritt, P. 2000. *Sydney's Century: A History*. University of NSW Press, Sydney
Turnbull, L. H. 1999. *Sydney: Biography of a City*. Random House, Sydney

Web resources:

Australian Institute of Aboriginal and Torres Strait Islander Studies

<http://www.aiatsis.gov.au/>

City of Sydney

<http://www.cityofsydney.nsw.gov.au/AboutSydney/CityResearch/GlobalSydney.asp>

Globalization and World Cities Research Network

<http://www.lboro.ac.uk/gawc/index.html>

Indigenous History of Sydney

<http://www.cityofsydney.nsw.gov.au/barani/themes/theme1.htm>

Metropolitan Plan for Sydney 2036 (Sydney metropolitan region)

<http://metroplansydney.nsw.gov.au/>

Sydney 2030 – Green/Global/Connected (Local Government Area)

<http://www.sydney2030.com.au/>

Library and research facilities

The TAFE library facilities are available for your use. Please use the library to access electronic resources (ebooks, journal articles) and the internet. The [library catalogue](#) and electronic resources can also be accessed online off-campus. You can also borrow books for your own use. More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

Weekly Schedule

A list of additional weekly resources for this course is available at the end of this syllabus.

Seminar	Topic	Class activities
1	<p>Introducing Sydney: what makes Sydney a global city?</p> <p>In this first week you will be introduced to the course and its topic structure. The course is anchored in the disciplines of sociology, anthropology, and global studies. We will therefore first establish a baseline understanding of the scope of these disciplines and then focus in on what constitutes a global city, ranking systems and their application to Sydney as well as the broader sociological aspects of modern, global cities.</p> <p>Required Reading Friedman J. 1986. The World City Hypothesis. <i>Development and Change</i>, Vol. 17, No. 1, pp.69-83 Sassen, S., 2001. <i>The Global City</i>. Princeton University Press, Princeton. Chapter 1 – Overview pp.3-16</p>	<p>Class</p> <p>Introduction to course. Review of assessment tasks. Allocation of groups for your class presentations in the subsequent weeks.</p> <p>Online Discussion Forum: Urban Explorers</p>
2	<p>Field Class: Museum of Sydney</p> <p>Our first field class will take us to Customs House which provides a geographic perspective and interactive displays. We will then move on to the Museum of Sydney where we will trace the story of the development of Sydney.</p> <p>Required Reading Explore the Museum of Sydney website http://www.hht.net.au/museums/mos Explore the Customs House website http://www.cityofsydney.nsw.gov.au/customshouse/</p>	<p>Field Class</p> <p>Online Discussion Forum: Museum of Sydney</p>
3	<p>People and Place: Indigenous Australians</p> <p>Indigenous Australians' connection to country or place is a spiritual connection that attaches a responsibility to care for 'country'. This week's topic explores, through an anthropological lens, this connection with particular reference to Indigenous tribes and clans of the Sydney area, the impact of colonization, and sites of cultural, political, and historic significance.</p> <p>Required Reading City of Sydney 2011. <i>Barani Barrabugu / Yesterday Tomorrow – Sydney's Aboriginal Journey</i>. City of Sydney, Sydney http://www.cityofsydney.nsw.gov.au/about/sydney/documents/VisitorGuidesInformation/WalkingTours/WalkTourBaraniBarrabugu.pdf Retrieved 13 December 2012</p>	<p>Class</p> <p>Lecture: Indigenous Australians. Student Presentation.</p> <p>Online Discussion Forum: Aboriginal Places.</p>

	Clendinnen, I. 2005. <i>Dancing with Strangers, Dancing with Strangers: Europeans and Australians at First Contact</i> . Cambridge University Press, New York, pp. 6-12	
4	<p>People and Place: Colonial Outpost</p> <p>Drawing on the same anthropological foundation as for seminar 3, this week we explore the experience of the convicts and other early colonial residents, in particular their emerging connection to Sydney as 'place' and the changing nature of the place and its role in the British imperial network. We also see how the landscape of Sydney was changed by the process of colonization. In later weeks we will see how this landscape has interacted with the processes of globalization to shape the social, political, and economic structures and divisions within Sydney.</p> <p>Required Reading Karskens, G. 2006. Nefarious geographies: convicts and the Sydney environment in the early colonial period, <i>Tasmanian Historical Studies</i>, Vol. 11, pp. 15-27 Sylvester, D., 2010, "Governor Lachlan Macquarie, Sir James Macintosh and the Scottish Enlightenment", <i>Journal of Australian Colonial History</i>, Vol 12, pp 23-38.</p>	<p>Class</p> <p>Lecture: Colonial Outpost Student Presentation</p> <p>Online Quiz: Governor Macquarie and the Scottish Enlightenment Class</p>
5	<p>Migrant Communities and Home</p> <p>This week's topic broadens the focus to consider the impact of migration on Sydney in terms of migrant communities, finding a place in a new home, and the evolution of the idea and importance of multiculturalism in Australian society.</p> <p>Required Reading Bowen, C. 2011. Multiculturalism in the Australian Context, http://www.katelundy.com.au/2011/02/17/minister-for-immigration-and-citizenship-chris-bowen-multiculturalism-in-the-australian-context/ Retrieved 16 August 2012 Collins, J. & W. Lalich. 2004. The dismantling of Australian multiculturalism and the migrant third sector: spotlight on the St George region of Sydney, <i>Third Sector Review</i>, Vol. 10, No. 2, pp. 85-97.</p>	<p>Class</p> <p>Lecture: Migrant Communities</p> <p>Migrant talks</p> <p>Online Discussion forum: Multiculturalism</p>
6	Mid-semester exam.	Online quiz
	Mid-semester Break	No Class
7	<p>'Neighbours' – Constructing Local Identity</p> <p>Sydney can arguably be segmented along a range of socio-economic indicators and this segmentation informs Government policy in relation to social inclusion. Individuals and communities have shaped regional identities in response or as a challenge to</p>	<p>Class</p> <p>Lecture: Neighbours Discussion of case studies: Bra Boys (non-fiction)</p>

	<p>this clinical, demographic categorization. This week's topic explores some of these identities.</p> <p>Required Reading Terkenli, T. 1995. Home as a Region. <i>Geographical Review</i>, Vol. 85, No. 3, pp.324-334.</p>	<p>Redfern Now (fiction)</p> <p>Online Discussion Forum: Bra Boys</p>
8	<p>Field Class: Sydney Synagogue</p> <p>Sydney's Jewish community is considered one of the most thriving and dynamic in the diaspora. There are an estimated 50,000 Jews in New South Wales out of an Australian Jewish population of 120,000.</p> <p>Jews can be found throughout the Greater Sydney area, although approximately two-thirds reside in the eastern suburbs, from Vacluse, through Randwick, Bondi and Double Bay, to Darlinghurst-East Sydney, where many of the service organisations are located. Most of the remainder live on the upper north shore, predominantly in the suburbs situated between Chatswood and St Ives. Smaller but active pockets reside in such areas as Maroubra, Coogee, Leichhardt, Newtown and Marrickville.</p> <p>One of the strengths of the Sydney community is the significant contribution by overseas immigrants, to the extent that over two-thirds of the Sydney Jewish population originates from South Africa, Hungary, the former Soviet Union and Israel.</p> <p>The first congregation in Sydney took up home in the first purpose-built synagogue, which was on York Street, in 1844. In 1878 the Great Synagogue was consecrated, and its imposing structure remains a historic feature of the cityscape, the building being restored for the Bicentenary in 1988.</p>	<p>Field Class</p> <p>Great Synagogue</p>
9	<p>Spatial Restructuring and Social Polarisation.</p> <p>The emergence of Sydney as a global city has also had consequences for the urban landscape, in particular spatial restructuring and consequent divisions and inequalities between localities and communities. These divisions and the resulting social exclusion are often overlooked in the grand strategies to further enhance the position of Sydney in global networks. After our guest lecture on the gentrification of Glebe and Paddington, the class will explore the Goods Line, now a pedestrian precinct built on the old railway line that connected Darling Harbour with the Central Railway hub.</p> <p>Required Reading Bounds, A. and Morris, A. (2001) Economic Restructuring and Gentrification in the Inner City: A Case study of Pymont Ultimo, <i>Australian Planner</i>, 38 (3/4):128-132.</p> <p>Research Essay Due</p>	<p>Class</p> <p>Guest Lecture: Ross Coleman</p> <p>Followed by a walking tour of the Goods Line. And Ultimo/Pymont.</p>

10	<p>Sydney as a Destination</p> <p>Guest Lecture: Dr Cheryl Ware, Macquarie University, “Sydney as a Gay Destination”</p> <p>Sydney is a major global tourist destination, a role which is enhanced through global events such as the 2000 Olympics, and the annual Gay and Lesbian Mardi Gras. Our focus this week is on the way in which Sydney is portrayed / sells itself to the world. Students will draw on their own experience during the semester to reflect on the authenticity of these messages.</p> <p>Required Reading Choose one of the following readings depending on your interest: www.theoperahouseproject.com</p> <p>Allon, F. 2004. Backpacker Heaven: The Consumption and Construction of Tourist Spaces and Landscapes in Sydney, <i>Space and Culture</i>, Vol. 7, No. 1, February, pp. 49-63</p> <p>Markwell, K. 2002. Mardi Gras tourism and the construction of Sydney as an international gay and lesbian city. <i>GLQ: A Journal of lesbian and gay studies</i>, March-June, 2002, Vol.8(1-2), pp.81-99</p> <p>Smyth R. 1998. From the Empire's 'second greatest white city' to multicultural metropolis: the marketing of Sydney on film in the 20th century , <i>Historical Journal of Film, Radio and Television</i>, Vol. 18, No.2, pp.237-262</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 & Francis Books, Oxfordshire, pp. 220-244 .</p>	<p>Class</p> <p>Guest lecture: Sydney as a Gay Destination. Student Presentation.</p> <p>Online Discussion Forum: Sydney as a Destination.</p>
11	<p>Final Examination</p> <p>Conclusion, Evaluation and Final Examination</p>	<p>Class</p> <p>Final Exam</p>

Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Additional Weekly Readings

Seminar 1

- Castells, M. 2000. *The Information Age: Economy, Society and Culture, Volume 1 – The Rise of the Network Society*, 2nd Edition. Blackwell Publishing, Malden MA. Chapter 6: the Space of Flows, pp.440-459
- City of Sydney website
<http://www.cityofsydney.nsw.gov.au/AboutSydney/CityResearch/GlobalSydney.asp>
- Globalization and World Cities Research Network, <http://www.lboro.ac.uk/gawc/index.html> Retrieved 16 August 2012
- Mansbach, R.W. 2013. "The Many Meanings of Globalization". In Mansbach, R. W & Rhodes, E. (eds) 2013. *Introducing Globalization – Analysis and Readings*. CQ Press, Sage. Thousand Oaks, CA. pp.1-11
- McNeil, D., Dowling, R. & Fagan, B. 2005. Sydney/Global/City: An Exploration, in *International Journal of Urban and Regional Research*, Vol. 29, No. 4 (December), pp. 935–944
- Sassen, S., 2001. *The Global City*. Princeton University Press, Princeton. Chapter 10 – Epilogue, pp.329-344
- Timberlake, M. & Ma, X. 2007. Cities and Globalization in Ritzer, G. 2007. *The Blackwell Companion to Globalisation*, Blackwell Publishing, Malden MA, pp.254-271

Seminar 3

- Dortins, E. 2009. The Many Truths of Bennelong's Tragedy. *Aboriginal History*, Vol. 33, pp.53-75.
- Frost, A. 1990. New South Wales as terra nullius: The British denial of Aboriginal land rights in Janson, S & Macintyre, S (eds.) *Through White Eyes*, Allen & Unwin, Sydney, pp. 65-76
- Gieryn, T. 2000. A Space for Place in Sociology. *Annual Review of Sociology*, Vol. 26, pp.463-496
- Hinkson, M. 2002. Exploring 'Aboriginal' sites in Sydney: a shifting politics of place? *Aboriginal History*, Vol. 26:62-77, <http://epress.anu.edu.au/wp-content/uploads/2011/05/whole46.pdf#page=70> Retrieved 16 August, 2012
- Hinkson, M. & Harris, A. 2010. *Aboriginal Sydney: A guide to important places of the past and present*, 2nd Edition. Aboriginal Studies Press, Canberra
- Kearney, A. and J, Bradley. 2009. Too strong to ever not be there: Place names and emotional geographies. *Journal of Social and Cultural Geography*, Vol.10, No. 1, pp.77-94
- Kohen, J. 2000. First and last people: Aboriginal Sydney, in Connell, J. (ed.) *Sydney: the emergence of a world city*, Oxford University Press, Melbourne
- Low, S. & Lawrence-Zunigas, D. 2003. *The Anthropology of Space and Place: Locating Culture*. Series: Blackwell Readers in Anthropology 4, Blackwell Publishing, Malden MA, pp.1-47
- Pascoe, B. & AIATSIS 2008. *The Little Red Yellow Black Book*. Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra.
- Stanner, W.E.H. 2009. *The Dreaming and Other Essays*. Black Inc., Melbourne, pp.73-92

Hinkson, M. & Harris, A. 2010. *Aboriginal Sydney: A guide to important places of the past and present*, 2nd Edition. Aboriginal Studies Press, Canberra

Seminar 4

- Karskens G. 2003. Tourists and Pilgrims: (Re)visiting The Rocks. *Journal of Australian Studies*, Vol. 79, pp. 29-38.
- Orr, K. 2009. Designing Sydney, 1879-1891: Visions of an Antipodean South Kensington, *Journal of Australian Colonial History*, Vol. 11, pp. 147-166.
- 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, *National Library of Australia News*, Vol.17, No. 12, September, pp. 3-6
- Garvey, N. 2007. Selling a penal colony: the booksellers and Botany Bay. *Script and Print*, Vol. 31, No.1, pp. 20-38

- Hughes, R. 1987. *Fatal Shore*, Random House, New York
- Karskens G. 2003. Tourists and Pilgrims: (Re)visiting The Rocks. *Journal of Australian Studies*, Vol. 79, pp. 29-38.
- Karskens, G. 2009. The Rocks, *Sydney Journal*, Vol. 2, No. 1, pp.117–123
- Neville, R. 2000. Eager Curiosity: engaging with the new colony of New South Wales, *The World Upside Down*. National Library of Australia, Canberra, pp. 7-12
- Sylvester, D. 2010. Governor Lachlan Macquarie, Sir James Mackintosh and the Scottish Enlightenment. *Journal of Australian Colonial History*, 2010, Vol.12, p.23-38

Seminars 6 and 7

- 1989 National Agenda for a Multicultural Australia, <http://www.immi.gov.au/media/publications/multicultural/agenda/agenda89/toc.htm> Retrieved 16 August 2012
- An alternative view, <http://www.multiculturalaustralia.edu.au/library/media/Video/id/358> Retrieved 16 August 2012
- See also <http://www.multiculturalaustralia.edu.au/>
- Burnley, I.H. 2000. Diversity and difference: Immigration and the multicultural city. In Connell, J. (ed.) 2000. *Sydney – The Emergence Of A World City*. Oxford University Press, Melbourne. Pp:244-272
- Butcher, M. 2003. Revisioning Sydney, *Space and Culture* Vol. 6, pp. 187-194
- Gow, G. 2005. Rubbing shoulders in the global city Refugees, citizenship and multicultural alliances in Fairfield, Sydney, *Ethnicities*, Vol. 5, No. 3, pp. 386-405
- Poulsen, M., Johnston R., Forrest J. 2004. Is Sydney a Divided City Ethnically? *Australian Geographical Studies*, Vol. 42, No. 3, pp.356–377

Seminar 8

- Appadurai, A. 1996. *Modernity at Large: Cultural Dimensions of Globalization*, Minnesota University Press, Minneapolis, pp.178-200
- Freestone, R. & Randolph, B. 2004. *Talking About Sydney: Population, Community and Culture in Contemporary Sydney*. UNSW Press / Historic Houses Trust of NSW, Sydney
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