



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

TRIMESTER ONE, 2009

(Monday 2 March 2009 – Wednesday 1 July 2009)

HIST222: Australian History: Contests For A Nation

CRN 1938

Course Co-ordinator: Dr Kate Hunter

Room:	OK417
Phone:	463 6763
Email:	kate.hunter@vuw.ac.nz
Lecture Times:	Tuesdays & Thursdays 1.10-2.00pm
Venue:	Murphy LT220
Tutorial times:	Tuesdays OR Thursdays 2.10-3.00pm

Office hours:

To be announced at the first lecture, posted outside my office and on Blackboard. Please note these are 'email hours' as well, ie: when I respond to emails sent during the week

Communication of additional information

Information about any changes to the timetable or programme will be announced in lectures, posted on Blackboard, or sent via email.

Blackboard and email

There will be a HIST222 Blackboard site that will host the course outline (should you misplace it), link to additional material, and be used to contact the class via email. The Blackboard class-email function uses your student email (@myvuw.ac.nz).

Please set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account. You should be checking your email regularly for course related messages and visiting the HIST222 Blackboard website to see the announcements.

Course content

The course will be a sketch of Australian culture from colonisation in the late 1700s, through to the 1960s. The course is divided into three periods: colonial Australia; Federation Australia; and modern Australia. The theme of the course is 'contest' and students will examine a variety of contests such as those over land between Indigenous people and invaders, the struggle for rights in the form of citizenship, and the contest for the dominant meanings of soldiers' experiences in WWI. There is a strong emphasis on skills in HIST222 and assessment tasks are designed to assist students acquire oral and written communication skills, the skills of working in teams and research skills. Particular attention is paid to the forces of class, gender and race in the formation of Australian histories.

Learning objectives

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

At the end of **HIST222** students will have developed and been assessed on

their ability to:

1. analyse a range of sources from a variety of perspectives; to identify the difference between history and historiography;
2. critique a range of sources and arguments presented by various authors;
3. discuss issues in tutorials coherently and from an informed perspective;
4. write clearly, effectively and lucidly;
5. argue coherently and consistently using evidence in support of those arguments;
6. work co-operatively and individually;
7. locate a variety of resources in the VUW library and using a range of digital repositories;
8. execute more confidently the conventions of the historical discipline, such as footnotes and bibliographies, and to develop an increasing awareness of history as a craft.

Course delivery

HIST222 aims to introduce students to the social, cultural and political history of Australia, and particularly to the contests that have shaped the nation. In the course we will explore the meanings of social and cultural history and political history and the range of uses different types of history have. The contests examined in this course are found in the shape of conflicts and accommodation between Indigenous Australians and Europeans, of the battles between different groups over meanings attached to land and the environment, and in social movements. The contests are sometimes those of representations, particularly contests between historians for dominant meanings of the past. Through the examination of such contests students will gain an understanding of the tensions within Australia's past and within recent battles for control of that past.

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote **15 hours per week** to HIST222. This includes two 1-hour lectures and one 1-hour tutorial per week.

Readings

Essential Texts for this course are HIST222 Book of Readings and *Writing History Essays*. Both are available from Student Notes and *WHE* is available as a pdf file to be downloaded at <http://www.vuw.ac.nz/history/degrees/index.aspx> - see box on right hand side.

Suggested Background & Supporting Reading depending on your area of interest:

General histories:

Patricia Grimshaw, et al *Creating a Nation*, Fitzroy, 1994 or later edition.

Australians 1788, 1838, 1888, 1938 and well as companion volumes, Sydney, 1988. These are *excellent* volumes on all aspects of Australian history and are an invaluable resource for essays.

Aboriginal Australia:

Richard Broome *Aboriginal Australians*, Sydney, (1982) 2002 (any edition)

Henry Reynolds *The Law of the Land*, Ringwood, 1987 & 1993, (either edition)

Valerie Chapman & Peter Read *Terrible Hard Biscuits: A Reader in Aboriginal History*, Sydney, 1996.

World Wars One & Two:

Alistair Thompson *Anzac Memories: Living with the Legend*, Melbourne, 1994
Joan Beaumont *Australia's War: 1914-1918 and Australia's War: 1939-1945*, Sydney, 1995

Different approaches to the past:

Deborah Gare & David Ritter (eds), *Making Australian History: Perspectives on the Past Since 1788*, Melbourne 2008
Geoffrey Bolton & Wayne Hudson (eds) *Creating Australia: Changing Australian History*, Sydney, 1997
Bain Attwood & SG Foster (eds), *Frontier Conflict: The Australian Experience*, Canberra, 2003

Useful Journals:

Australian Historical Studies
Aboriginal History
Journal of Australian Studies
History Australia
<http://www.history-compass.com> under Australasia and the Pacific
Australian Journal of Politics and History
Journal of the Australian War Memorial (on-line at www.awm.org.au under 'research')
ACH (Australian Cultural History)
Environment and History

Useful Websites: on the External Links page of Blackboard site

Assessment requirements

To pass the course each student must gain an overall grade of C, 50 for the work which is specified as contributing to this final grade. This course is internally assessed, and that assessment is made up of:

- weekly exercises (10%),
- article review (30%),
- essay (35%), and a
- thematic review (25%).

Weekly Co-operative Exercises:
worth 10% of final grade - this is an ALL OR NOTHING grade

In the first tutorial of the course the class will be divided into small groups. Each week during the tutorial, the groups will be asked to complete a worksheet based on the readings for that week. Your group will submit ONE worksheet only. The content of the worksheets is designed to ensure your comprehension of the tutorial readings and themes of the previous week. The completion of **7 out of 11 worksheets by your WHOLE group** (ie: you must all be present and have completed the reading) will earn each member of the group 10%. There is an escape clause for those who do not wish to work in groups detailed on pp.viii-ix.

An article review of **1,500 words** is due **Monday 30 March**. The review is worth 30% of your total grade.

The article review must critically assess one of the historiographical debates listed below, **evaluating** the arguments presented by each author and offering your opinion on the strengths of each argument.

Debate no.1 surrounding the contest for dominant cultural meaning in the late nineteenth century:
Marilyn Lake, 'The politics of respectability: identifying the masculinist context', in Susan Magarey, *et al.*, (eds), *Debutante Nation*, Sydney, 1993
John Docker, 'The feminist legend: a new historicism?' in Susan Magarey, *et al.*, (eds), *Debutante Nation*, Sydney, 1993
Chris McConville, 'Rough women, respectable men and social reform: a response to Lake's masculinism', *Historical Studies*, no.22, 1987.

Debate no.2 surrounding the nature of pioneering women's lives:
Miriam Dixson, *The Real Matilda*, Ringwood, 1976, chapter 6.
Patricia Grimshaw, 'Women and the family in Australian history: a reply to *The Real Matilda*', *Historical Studies*, vol.18, no.72, April 1979.
Marilyn Lake, '"Building themselves up with Aspros": pioneer women reassessed', *Hecate*, no.2, vol.2, 1979, pp.7-19.

Debate no.3 surrounding the Aboriginal death toll during frontier conflict:

Keith Windschuttle, 'Doctored evidence and invented incidents in Aboriginal historiography', in Attwood & Foster (eds), *Frontier Conflict: The Australian Experience*, Canberra, 2003 **[read this first]**

Then in the same book read (these are all quite short):

Henry Reynolds, 'The written record'

Richard Broome, 'The statistics of frontier conflict'

Alan Atkinson, 'Historians and moral disgust'

Debate no.4 surrounding convict labour

Lloyd Robson, *The Convict Settlers of Australia*, MUP, 1965, chapter 5

Stephen Nicholas, (ed), *Convict Workers: Reinterpreting Australia's Past*, Melbourne, 1988, pp.3-13.

R. Evans and W. Thorpe, 'Power, punishment and penal labour: *Convict Workers* and Moreton Bay', *AHS*, vol.25, no.98, 1992, pp.90-111.

Debate no.5 about soldiers' motivations for enlisting in WWI:

Richard White, 'The soldier as tourist: The Australian experience of the Great War', *War & Society*, 5:1, (1987), pp.63-78 **OR** 'Europe and the six-bob-a-day tourist: The Great War as a Grand Tour, or getting civilised', *Australian Studies*, vol.5, 1991, pp.122-39

Bart Ziino, 'A kind of round trip: Australian soldiers and the tourist analogy, 1914-1918', *War & Society*, vol.25, no.2, (Oct 2006), pp.39-52.

James Weiland, 'There and back with the Anzacs: More than touring', *Journal of the Australian War Memorial*, 18, 1991, pp.49-56

Research Essay of 2,500 words due Friday 22 May worth 35% of your total grade.

A research essay is a substantial piece of research and writing involving, where possible, both primary and secondary sources.

Topics are listed on pp.xi-xii.

Thematic Review will be in the form of a take-home short answer test. The test will be distributed Thursday 28 May and is **due Friday 5 June** and is worth 25% of your total grade. This review acts in the same way as an exam and there will be **NO** extensions permitted.

Penalties

Students will be penalized for late submission of essays – a deduction of:

5% for the first day late and,

2% thereafter for a **maximum of 8 days** (including weekend days);

Thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness (presentation of a medical certificate will be necessary) or similar other unexpected emergencies. In such cases prior information will be necessary. It is in your interests to contact the course coordinator as soon as a potential problem emerges - not just before a deadline. Obtain an extension form from the History Programme Administrator (OK405) and agree to a new due date for the assessment.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

AND

- b) Attend **7 of 11** workshop tutorials

The **FINAL DATE** on which any written work can be accepted in this course is 5pm, **Friday 12 June**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of the History Programme, Dr. Glyn Parry, and will only be granted for serious

medical reasons (supported by a medical certificate), or in case of serious personal crisis.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to

the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Co-operative Learning Groups

In this course you will be encouraged to work in Co-operative Learning Groups (CLGs). Some of your assessment is based around these groups and the tasks you perform in them.

What is Co-operative Learning?

Sink or Swim Together

In essence, Co-operative Learning has students working together to improve their understanding of the material, to better manage their workloads and to encourage each other to 'put in'. The key to making this happen is group goals which bring group rewards when they are achieved.

In your course guide there is a description of the group goals (the completion of 75% of tasks in class) and the group reward (all members of the group get the marks added to their final grade).

Why learn co-operatively?

Better grades! Research has shown that students who learn co-operatively perform better, learn more and get better grades. Good students lift their grades even further; B-students become B+ and A-students; C-students become B-students etc; and far fewer students fail or drop-out.

Job skills! Most of the jobs students go into require team-work. In many workplaces you cannot choose your team-mates or your tasks, so you need to have skills in collaborating with a wide range of people and in devising strategies to deal with any task.

Is this the same as 'group work' that we did in other classes? Not necessarily. This group will be formed for the duration of the whole course, not just the class. In co-operative learning it is also in the interests of all members of the group that other members have done the background work and understand the material. Your group is only as strong as its weakest link and you are going to be assessed as a group (although in this course there are also pieces of work graded on an individual basis, such as an essay).

Common Anxieties

I've never done this before! It's okay! I don't expect that you automatically know how to work together – this is a skill to be learned along the way. It's better that you enter group work with us than in your \$70K job; after all, we won't sack you if you stuff up!

I hate group work! This usually means... I'm shy, I've had bad experiences with people who don't pull their weight/dominate/don't turn up etc, I've never done it and it makes me nervous.

Good News... we all hate group work at first. The person you are sitting next to hates it too. It is a skill - a valuable one - which you can learn if you're willing to give it a go. I will monitor the groups and will coach you through the tricky bits.

I work better on my own! That may be so but unless you're planning a career as a recluse you need to learn how to work with others. There are also plenty of chances for you to work on your own in your courses.

I have nothing in common with these people! *Short Answer:* you're sitting in a History lecture with them - how much more do you need? *Longer Answer:* Diverse people make the strongest groups. The President of IBM says of people-with-nothing-in-common, 'If my four vice-presidents thought the same and had the same skills, why would I need four of them?'

Lecturer's Answer: a) This is a chance to get to know classmates; and b) think of this as an opportunity... how often do you get to sit down with someone who gets better grades than you to see how they do it? How often do you get to work with someone who speaks a different language? Has a different cultural background? Loves drum & bass? This could be your chance.

There is always the **Escape Clause** - Students have the choice to not work in a group. Instead the 10% will be allocated on the completion of a 600 word synopsis of tutorial readings for 7 out of 11 tutorials.

The Long and the Short of Co-operative Learning

There are potentially as many A's in this class as there are students. If you are prepared to co-operate with your class-mates you can vastly improve your chances of getting one!

Lecture & Tutorial Programme

Part I: Colonial Australia

Week 1. 3 Mar Introduction
5 Mar Making contact

Tutorial: Introductory tutorial (no reading)

Week 2. 10 Mar From accommodation to war...
12 Mar Convict life

Tutorial: Contest: Historians and convict life

Week 3. 17 Mar Early colonial expansion & environmental attitudes
19 Mar Gold!

Tutorial: Contest: Gold and society

Week 4. 24 Mar Colonial families
26 Mar Colonial families II

Tutorial: Contest: Historical spaces

Article review due Monday 30 March

Part II: Federation Australia

Week 5. 31 Mar the Federation period – the broad view
2 Apr 1890s contests – the rise of the ‘Australian type’

Tutorial: Contest: Race and gender in turmoil

Week 6. 7 Apr 1890s contests – the woman question
9 Apr the ‘man question’

Tutorial: Contest First wave feminism

MID-TERM BREAK 10 APRIL-26 APRIL

During the break, please watch “Gallipoli” dir. By Peter Weir, starring Mel Gibson. Made in 1981 (check tv listings – it is often played on Anzac Day, otherwise it is available in the Vic AV suite and at Aro Video)

Week 7. 28 Apr Legislating a nation
30 Apr Aboriginal Rights to the 1920s
Tutorial: contest for the legend – pioneer manliness

Week 8. 5 May Understanding the Great War I
7 May Understanding the Great War II
Tutorial: Contest for the legend - ANZACs

Part III: Modern Australia

Week 9. 12 May Interwar lives I
14 May Interwar lives II

Tutorial: the great outdoors

Week 10. 19 May Aboriginal struggles to 1962
21 May War in the Pacific – the homefront
Tutorial: Narratives of the inter-war period

Essay due Friday 22 May

Week 11. 26 May New social movements
28 May Aboriginal struggles post-1962
Tutorial: Postwar tensions

Week 12. 2 June tba
4 June Conclusions

*Thematic review questions distributed 28 May,
due Friday 5 June*

Research Essay Topics:

Date due – FRIDAY 22 May

1. The colonial Australian population was a very young one and yet children and adolescents have been neglected as historical figures. What roles did children play in family units? To what extent are the histories of children useful in understanding Australian society in **either** the Federation **or** modern periods?

2. "British-based attitudes and ideologies interacted with material conditions and needs in the colonies to produce a 'homespun' version of 'woman's role' in early nineteenth century Australia." (Alford, K., *Production or Reproduction?*, Melbourne, 1984, p.7)

What was 'woman's role' in colonial Australia? Do you agree with Alford that this role "conflicted strongly with the actual conditions of many colonial women's lives"?

3. To what extent has protection of the environment in Australia been linked to tourism?

- Starting points include Tim Bonyhady, Melissa Harper, Richard White, Tom Griffiths & Libby Robin, Stephen Pyne (see tutorial reading lists). John MacKenzie, *The Empire of Nature: Hunting, Conservation and British Imperialism*, Manchester, 1988; TR Dunlap, *Nature and the English Diaspora*, Cambridge, 1999; see also 'Leisure-Australia- History' and 'Gardening- Australia- History' under subject headings on library catalogue;

4. World War One has long been depicted as primarily a military event yet it had enormous social consequences for Australians. Using two examples of these consequences evaluate the extent to which WWI represented the transition from 'colonial' to 'modern' Australia.

- For readings on modernity and its meanings (particularly surrounding WWI) start with the introductions & indexes of: Samuel Hynes, *A War Imagined*, Katie Holmes, *Spaces in Her Day*, Kereen Reiger, *The Disenchantment of the Home*, Rita Felski, *The Gender of Modernity*, Stuart Macintyre, *Winners and Losers*, Janet McCalman, *Struggletown*, chapter 4.; special issue of *ACH* on modernities in Australia.

5. "National identities have always been gendered: in Australia the self-conscious elaboration of the national identity has involved the celebration of a particular style of white masculinity embodied in the Australian bushman... a style that was often explicitly defined in opposition to a feminine domesticity..." (Grimshaw, P., et al, *Creating a Nation*, , Fitzroy, 1994, p.2)

Discuss the notion of masculinity and femininity in the formation of the Australian national identity. How have historians explained the rise of a masculine national identity in opposition to a feminine one?

- See for example, Clare Wright, 'The Eureka Stockade: an alternative portrait' in Gare & Ritter

6. What role did the concept of *Terra Nullius* play in the British claims of ownership over Australia? Discuss *either* the short- OR long-term implications of dispossession for *both* Aboriginal and non-Aboriginal Australians.

7. Some historians argue that the demographic impact of the discovery of gold was its primarily effect. Discussing three other examples of social or economic change, do you agree with this assessment?

- Demographic change is argued by Geoffrey Serle in *The Golden Age*. See also Gare & Ritter for readings on gold and differing perspectives.

8. Manliness and men's behaviour were scrutinised by many social commentators during the gold rushes. Historians too have argued that the 'digger' was the basis for the 'Australian Legend' (see Russel Ward). To what

extent do the different views of manly (or unmanly) behaviour reflect class divisions in colonial Australia?

- Gare & Ritter; Richard White; Ward; Twomey; Goodman; Clare Wright; Diane Kirkby, *Barmaids*; Frances, *Selling Sex*; Kociumbas etc as starting points.
9. Feminist historians of the 1970s and 1980s argued simply that 'women were there', that they had been written out of the past. To what extent is our view of the past changed when women are written back in? Choose one of the following broad areas for your case study: Aboriginal-European conflict; gold rushes; WWI or WWII. (If you'd like to choose another area of study please come and see me).
- When you've chosen the area you want to work on please email me/come and see me and I'll give you some starting points but check the further reading lists in the tutorial pages first!
10. The 'progressive' story of white women's suffrage in Australia has recently been challenged by historians who suggest that there is a racial dimension to this battle over citizenship. Outline and characterise the historiography of white women's suffrage in Australia. Do you agree with Patricia Grimshaw that 'white men incorporated white women into the shared bonds in the new state because their definitions of nationalism were driven by notions of superiority of race' (Grimshaw, *Colonialism, Gender and Representations of Race*, p.11)?
11. Did World War One reinforce or fragment notions of manliness?
- Manliness and masculinity is discussed by a range of authors including: Russel Ward, Alistair Thomson, Stephen Garton, Martin Crotty, Ann McGrath, Marilyn Lake, Joanna Bourke. A good introduction to 'masculinity' is found in Laura Lee Downs, *Writing Gender History*.
12. Janet McCalman argues that sport was essential in the maintenance of social cohesion during the 1930s Depression: 'For many people, especially during the Depression, football was simply the best thing happening in their lives.' (*Struggletown*, p.141) Narrowing the question as you see fit, to what extent has sport been the primary leisure activity in Australian communities?
- See also: Jenny Hicks, Murray Phillips, John McQuilton, Martin Crotty, Kathryn M Hunter, Richard Waterhouse has an extensive section on leisure, particularly horse-racing, in *The Vision Splendid* (2005), *Australians 1888, 1938*, and articles in *AHS* and *History Australia* on cinema-going (use Historical Abstracts here too). For example, Mary Tomsic, 'Women's memories of cinema-going: more than "the only thing left to do" in Victoria's Western District.', *History Australia* 2(1), 2004; see also 'Leisure- Australia- History' under subject headings on library catalogue.
13. Discussing historians' uses of artifacts as well as documents, how have historians used the historical evidence of cooking and/or dress to illuminate the past?
- See as a starting point: Margaret Maynard, Michael Symons, Colin Bannerman, Kathryn M Hunter, Beverly Kingston, *My Wife, my daughter and poor Mary Anne*, and her *Basket, bag & trolley: a history of shopping in Australia*; *Australians 1838, 1888, 1938*, BW Higman, *Domestic Service in Australia*, Penny Russell

If you wish to design your own topic, please come and see the lecturer to discuss it.

Tutorial Programme

WEEK 2 HISTORIANS AND CONVICT LIFE

Read two of the following (ensuring your group has covered ALL readings & that you have done the web task for this week):

ESSENTIAL READING:

Kay Daniels, *Convict Women*, Sydney, 1998, chapter 3;

Kirsty Reid, "'Contumacious, ungovernable and incorrigible': convict women and workplace resistance, Van Diemen's Land, 1820-1839' in Ian Duffield and James Bradley (eds), *Representing Convicts*, London, 1997.

Deborah Oxley, *Convict Maids: The Forced Emigration of Women to Australia*, Melbourne, 1996, chapter 4.

TASK: What kinds of evidence of convict life are extant? What are some of the limits this imposes on what historians can claim about the past? Have an explore of <http://images.statelibrary.tas.gov.au/> (on Blackboard external links) under 'convicts' and 'women' OR have a peruse of *Australians 1838* or *Australians Historical Statistics* and photocopy a few relevant pages.

Questions for discussion:

1. Identify the debates and contests surrounding the representations of convicts discussed by these historians.
2. What is the author's argument? What is their position on the key debate they address?
3. How does Oxley substantiate her claims about literacy and numeracy? What are some problems with evidence about convict women?

4. How does the study of female convicts illuminate the histories of all convicts? How does this study illuminate the histories of children?

FURTHER READING:

Deborah Gare & David Ritter, (eds), *Making Australian History: Perspectives on the Past Since 1788*, Melbourne, 2008, section 4 'The Convict Stain'

Joy Damousi, *Depraved and Disorderly: Female Convicts, Sexuality and Gender in Colonial Australia*, Melbourne, 1997

Lyndall Ryan, 'From stridency to silence: the policing of convict women, 1803-1853' in Diane Kirkby, (ed), *Sex, Power and Justice: Historical Perspectives on Law in Australia*, Melbourne, 1995

Alan Atkinson, *The Europeans in Australia*, vol.1, Melbourne, 1997, 1998

Lloyd Robson, *The Convict Settlers of Australia*, Melbourne, 1965, 1976

Stephen Nicholas, (ed), *Convict Workers: Reinterpreting Australia's Past*, Cambridge, 1988

Katrina Alford, *Production or Reproduction? An Economic History of Women in Australia, 1788-1850*, Melbourne, 1984

Alan Atkinson, 'Convicts and Courtship' in Patricia Grimshaw *et al.*, (eds), *Families in Colonial Australia*, Sydney, 1985

Marion Aveling, 'She only married to be free: or Cleopatra vindicated', in Norma Grieve & Patricia Grimshaw (eds), *Australian Women: Feminist Perspectives*, Melbourne, 1981

Kay Daniels, (ed), *So Much Hard Work: Women and Prostitution in Australian History*, Sydney, 1984

A. Davidson, 'A review of *Convict Workers*', *AHS*, vol.24, 1989

Stephen Garton, 'The convict origins debate: historians and the problem of the "criminal class"', *Australian and New Zealand Journal of Criminology*, vol24, no.2, 1991

Bob Reece, (ed), *Irish Convict Lives*, Sydney, 1990.

David Andrew Roberts, "'The valley of swells': 'Special' or 'educated' convicts on the Wellington Valley settlement, 1827-1830", *History Australia*, vol.3, no.1, June 2006, 11.1-11.21.

Raelene Frances, *Selling Sex: A Hidden History of Prostitution*, Sydney, 2007,
chapters 2&3

WEEK 3 GOLD FEVER & FERN FEVER

ESSENTIAL READING:

David Goodman, *Gold Seeking*, Melbourne, 1995, pp.149-178.

Christina Twomey, "'Without natural protectors': responses to wife desertion in gold-rush Victoria", *AHS*, vol.28, no.108, April 1997, pp.22-46.

OR

Tim Bonyhady, *The Colonial Earth*, Melbourne, 2000, chapter 4.

WEB TASK: Using Picture Australia (see external links on Blackboard) find images of mining, settlements or landscapes from 1850-1880; print one that illustrates this weeks readings and bring it along. What about images of indigenous people from this period? What do they tell us?

Questions:

1. Identify the social contests surrounding the discovery of gold.
2. What were the different cultural meanings of gold?
3. What do these articles reveal about 1850s manliness and ideals of manhood?
4. What does Bonyhady mean by 'fern fever'? To what extent were calls for protection of the forests made my people who could afford to enjoy recreation?
5. Extrapolating from Bonyhady and Goodman, what might some of the environmental impacts of gold mining have been on 1850s Victoria?

FURTHER READING ON GOLD:

Jane Beer, *et al.*, *Colonial Frontiers and Family Fortunes*, Melbourne, 1989

Geoffrey Blainey, 'The gold rushes: the year of decision', *Historical Studies*, 10, no.38, May 1962, pp.129-40

Geoffrey Blainey, *The Rush that Never Ended*, Melbourne, 1963

Connel and Irving, *Class Structure in Australian History*, Melbourne 1980

Kathryn Cronin, *Colonial Casualties: Chinese in Early Victoria*, Melbourne, 1982

Graeme Davison, *The Rise and Fall of Marvellous Melbourne*, Melbourne, 1978

Barry McGowan, 'Reconsidering race: the Chinese experience on the goldfields of southern NSW', *AHS*, vol.36, no.124, Oct 2004, pp.312-331.

Diane Kirkby, *Barmaids: A History of Women's Work in Pubs*, CUP, Melbourne, 1997.

Claire Wright, *Beyond the Ladies Lounge : Australia's female publicans*, MUP, Melbourne, 2003

Coral Landsbury, *Arcady in Australia: The Evocation of Australia in Nineteenth-Century English Literature*, Melbourne, 1970

John Molony and TJ McKenna, 'All that glisters', *Labour History*, 32, May 1977, pp.33-45

G.R. Quaife, (ed), *Gold and Colonial Society 1851-1870*, NSW, 1975

Jan Kociumbas, *The Oxford History of Australia: Volume 2, 1770-1860, Possessions*, Melbourne, 1992

Ellen Clacy, *A Lady's Visit to the Gold Diggings of Australia in 1852-53*, (1853) reprint edited by Patricia Thompson, Melbourne, 1963

Lynette Finch, *The Classing Gaze: Sexuality, Class and Surveillance*, Sydney, 1993

Eric Rolls, *Sojourners: Flowers and the Wide Sea. The Epic Story of China's Centuries Old Relationship with Australia*, St Lucia, 1992.

Noreen Kirkman, "'A snider is a splendid civilizer": European attitudes to Aborigines on the Palmer River Goldfield, 1873-1883' in Reynolds, (ed), *Race Relations in North Queensland*, History Dept, JCU, Townsville, 1978.

Gare & Ritter (eds), *Making Australian History*, Section 7 , 'Gold and the Coming Australian'

Raelene Frances, *Selling Sex: A Hidden History of Prostitution*, Sydney, 2007, chapter 4

FURTHER READING ON ENVIRONMENT:

- Gare & Ritter, (eds), *Making Australian History*, Section 5, 'Pioneering Australia'
- Tim Bonyhady & Tom Griffiths (eds), *Words for Country*, Sydney, 2002
- Thomas Dunlap, *Nature and the English Diaspora*, Cambridge, 1999.
- Maggie MacKellar, *Core of My Heart, My Country*, Melbourne, 2004
- Ian Tyrrell, 'Acclimatisation and environmental renovation: Australian perspectives on George Perkins Marsh', *Environment and History*, vol.10, no.2, 2004
- Tom Griffiths & Libby Robin (eds), *Ecology & Empire*
- Stephen Pyne, *Burning Bush*
- Kylie Mirmohamadi, 'Cultivating the Australian Gardener: Native Plants and Victorian State School Gardens in the Federation Era', *The Real Thing: ACH* 24, 2006, pp.81-98
- Warwick Frost, 'Did they really hate trees? Attitudes of farmers, tourists and naturalists towards nature in the rainforests of Eastern Australia', *Environment and History*, vol.8, no.1, February 2002

SOME READINGS ON FRONTIER CONFLICT IN THIS PERIOD:

- Fergus Robinson & Barry York, *The Black Resistance: An Introduction to the History of Aborigines' Struggles against British Colonialism*, Camberwell, 1977, pp.7-19.
- Henry Reynolds, *The Other Side of the Frontier*, Ringwood, 1981, pp.61-95.
- Richard Broome, 'The struggle for Australia: Aboriginal-European warfare, 1770-1930', in McKernan & Browne (eds), *Australia: Two Centuries of War and Peace*, Canberra, 1988.

WEEK 4 PEOPLE IN THEIR PLACE

Read two of the following ensuring your group has covered ALL readings:

Before reading note down how you would define 'class'. While reading, note down how the authors write about and define class. Compare and contrast the definitions.

ESSENTIAL READING:

- Bain Attwood, *The Making of the Aborigines*, Sydney 1989, chapter 1.
- Penny Russell, *A Wish of Distinction*, MUP, Melbourne, 1994, chapter 2.
- Linda Young, "'Extensive, economical and elegant': The habitus of gentility in early nineteenth-century Australia", *AHS*, vol.36, no.124, Oct 2004, pp.201-220
- Jan Kociumbas, *Australian Childhood*, Sydney, 1997, chapter 5.

WEB TASK: Using the digital image collections on Blackboard external links page, find and print off an appropriate illustration for one of the readings for this week. Write a few sentences relating it to the themes.

Questions:

1. How do each of these authors use **space** as evidence? Under what other circumstances do you think it might be useful to look at spatial arrangements?
2. What do historians mean when they argue that class is 'socially constructed'? How do Russell and Young make that argument? Do you agree?
3. What argument is Attwood making about power? What do you think he means by 'the making of the Aborigines'?

FURTHER READING:

- Robert van Krieken *Children and the State*, Allen and Unwin, 1991 (see also his article in *AHS*, vol.23, no.93, October 1989.)
- Shurlee Swain *Single Mothers and their Children*, CUP, 1995
- Freedom Bound : Documents about women in Australian History*, vol. I
- Oxford History of Australia*, vols. 3&4
- Grimshaw, McConville and McEwan, (eds), *Families in Colonial Australia*, Sydney, 1985
- Jane Beer, et al., *Colonial Frontiers and Family Fortunes*, Melbourne, 1989 (available on E-Reserve)
- Lynette Finch, 'Caring for colonial infants: parenting on the frontiers', *AHS*, no.110, April 1998, pp.109-126
- Maree Murray, *Poverty's Prisoner: The Poor in NSW, 1880-1918*, Melbourne, 1988
- Murray and O'Brien, 'Left in the lurch: deserted wives in NSW at the turn of the century', in Macinolty and Radi, (eds), *In Pursuit of Justice*, Sydney, 1979
- Jan Kociumbas, 'The Best Years?' in Burgmann and Lee, (eds), *A People's History of Australia since 1788*, Ringwood, 1988
- Alan Mayne, "'The question of the poor" in the nineteenth century', *Historical Studies*, vol.20, no.81, October 1983, pp.557-573.
- Margaret Grellier, 'The family: some aspects of its demography and ideology in nineteenth-century Western Australia' in CT Stannage (ed), *A New History of Western Australia*, UWA Press, Nedlands, 1981.
- Graeme Davison, David Dunstan, Chris McConville (eds), *The Outcasts of Melbourne: Essay in Social History*, Allen and Unwin, Sydney, 1985.
- Barbara Brookes, 'Taking private life seriously: marriage and nationhood', *History Compass*, 2003, <http://www.history-compass.com/> go to the site and this article is under 'Australasia and the Pacific'.
- Dean Wilson, 'Policing Poverty: Destitution and Police Work in Melbourne, 1880-1910', *AHS*, vol37, no.125, April 2005, pp.97-112
- Raelene Frances, *Selling Sex: A Hidden History of Prostitution*, Sydney, 2007, chapter 6 and Part 3 (chapters 7-10)

Australians 1838

Australians 1888

Lynette Finch, *The Classing Gaze: Sexuality, Class and Surveillance*, Sydney, 1993

Susie Khamis, 'A taste for tea: How tea traveled to (and through) Australian culture', *The Real Thing: ACH 24*, 2006, pp.57-80

WEEK 5 THE STRUGGLES OF THE 1890s

Ensure your group has covered all of the readings & completed the task for the week.

ESSENTIAL READING:

Gender:

Marilyn Lake, 'The politics of respectability: identifying the masculinist context', in Susan Magarey, *et al.*, (eds), *Debutante Nation*, Sydney, 1993.

Desley Deacon, *Managing Gender: The State, the New Middle Class and Women Workers 1830-1930*, Melbourne, 1989, chapter 5.

Race:

Liz Reed, "'Mrs Bon's verandah full of Aboriginals': Race, class, gender and friendship', *History Australia*, vol.2, no.2, 2005, DOI:10:2104/ha050039

TASK: Choosing one reading, note down how you would *characterise* this historian's approach.

Questions:

1. Identify the contest dealt with in the readings you completed. Make some notes that will help you explain that contest to your colleagues, including the identification of some examples.
2. What does Deacon argue about the census and its importance? What implications does Deacon's argument have for historians (who tend to rely on censuses a great deal!)?
3. What does Liz Reed's argument about Anne Bon tell us about late nineteenth-century views, and about racial tensions?

FURTHER READING:

- Primary documents on women and factory work in Marion Aveling, and Joy Damousi, (eds), *Stepping Out of History: Documents of Women at Work in Australia*, Sydney, 1991, pp.75-85.
- Grimshaw *et al.*, *Creating a Nation*, chapter 7
- Beverley Kingston, *Oxford History of Australia: Volume 3, 1860-1900*, Melbourne, 1986
- Richard Broome, *Aboriginal Victorians*, Sydney, 2005.
- Heather Goodall, "Land in our own Country: The Aboriginal land rights movement in southeastern Australia, 1860-1914" in Chapman & Read (eds), *Terrible Hard Biscuits*.
- Bruce Scates, *A New Australia: Citizenship, Radicalism and the First Republic*, Melbourne, 1997
- Raelene Frances & Bruce Scates, (eds), *Women, Work and the Labour Movement in Australia and Aotearoa/New Zealand*, Sydney, 1991
- Verity Burgmann, *'In Our Time': Socialism and the Rise of Labour 1885-1905*, Sydney, 1985
- John Docker, *The Nervous Nineties: Australian Cultural Life in the 1890s*, Melbourne, 1991
- Marilyn Lake, 'Socialism and manhood: the case of William Lane', *Labour History*, no.50, 1986
- Joy Damousi, *Women Come Rally: Socialism, Communism and Gender in Australia 1890-1955*, Melbourne 1994
- V. Palmer, *The Legend of the Nineties*, Melbourne, 1954
- Geoffrey Bolton, 'Black and White after 1897', in CT Stannage, (ed), *A New History of Western Australia*, UWA Press, Nedlands, 1981.
- Raymond Evans, Kay Saunders, Kathryn Cronin, *Race Relations in Colonial Queensland*, UQP, St Lucia, 1975, 1988.
- Henry Reynolds, *Nowhere People: How international race thinking shaped Australia's identity*, Viking, Camberwell, 2005 – several chapters on late nineteenth and early twentieth century.

WEEK 6 FIRST-WAVE FEMINISM

ESSENTIAL READING:

Primary documents on the 'woman question' in Grimshaw, Janson and Quartly, (eds), *Freedom Bound I*, Sydney 1995, pp.136-146, 156-177.

Marilyn Lake, *Getting Equal: The History of Australian Feminism*, Sydney, 1999, chapter 1.

Marilyn Lake, 'Between old world "barbarism" and stone age "primitivism": the double difference of the white Australian feminist' in Grieve and Burns, (eds), *Australian Women: Contemporary Feminist Thought*, Melbourne, 1994.

WEB TASK: Using digital sources, bring a cartoon about the women's vote (eg: I used "women's vote" as a search term), or make brief assessing notes about one of the on-line exhibitions about Federation on 'external links', and bring to class for discussion.

Questions:

1. Identify the features of the contest over womanhood suffrage.
2. Would you characterise first-wave feminism as a radical or conservative movement?
3. Outline three or four key points Lake's argument in 'Between old world...'. What is the real essence of her argument? You may need to draft this out a couple of times to get it right...

FURTHER READING:

Grimshaw, *et al.*, *Creating a Nation*, chapter 8
 Bruce Scates *A New Australia: Citizenship, Radicalism and the First Republic*, CUP, 1997

Alistair Thompson *Anzac Memories: Living with the Legend*, OUP, 1994
 Alistair Thompson ' "Steadfast Until Death"? C.E.W. Bean and the Representation of Australian Military Manhood', *Australian Historical Studies*, 23, 93, October, 1989

Chris McConville 'Rough Women, Respectable Men and Social Reform: A Response to Lake's "Masculinism"', *Historical Studies*, 22, 1987.

Katie Spearitt 'New dawns: first wave feminism 1880-1914' in Saunders and Evans (eds), *Gender Realitions in Australia*, Sydney, 1992.

Patricia Grimshaw *Colonialism, Gender and Representations of Race: Issues in Writing Women's History in Australia and the Pacific*, Melbourne, 1994 (see KH for copy)

Caroline Daley & Melanie Nolan (eds), *Suffrage & Beyond: International Feminist Perspectives*, AUP, Auckland, 1994.

Julie Evans *et al*, *Equal Subjects, Unequal Rights: Indigenous Peoples in British Settler Colonies, 1830-1910*, Manchester university Press, Manchester, 2003.

Henry Reynolds, *Nowhere People: How international race thinking shaped Australia's identity*, Viking, Camberwell, 2005 - several chapters on late nineteenth and early twentieth century.

WEEK 7 - CONTEST FOR A LEGEND I - THE PIONEER LEGEND

Before reading, note down what you think are some components of the pioneer legend?

ESSENTIAL READING:

Russel Ward, *The Australian Legend*, Melbourne, (1958) 1988, pp. 71-111.

Ann McGath, *Born in the Cattle*, Sydney, 1987, chapter 4.

Martin Crotty, *Making the Australian Male*, Melbourne University Press, Melbourne, 2001, chapter 5, 'At the edge of civilization: Boy's adventure stories in Australia'.

If you want to read further about 'masculinity' as an historical concept see Laura Lee Downs, *Writing Gender History*, Hodder Arnold, London, 2004, chapter 6.

Questions:

1. It is 50years since the publication of Russel Ward's *Australian Legend*. How do you think it has stood up as a source on Australian history? What kinds of critiques do you think were made of it? What do you think continue to be its strengths?
2. Does McGrath's work problematise the pioneer legend that Ward established?
3. How useful do you think Crotty's use of juvenile literature is? What argument does he make about the kinds of masculine values that were promoted in these stories?
4. One of Ward's motivations was to write a history of Australia that was separate from Britain - it was a kind of anti-colonial history; one of Crotty's arguments is that middle-class masculinity has a lot more in common with English models than it has differences. Have a think about the writing of histories that make a case for national distinctiveness, and those that argue for trans-nationalism...

FURTHER READING:

TASK: Using your bibliographic skills (using references from readings, the library catalogue and database searches) find **four** further readings on this topic and note down how you found them. We will collate the references on Blackboard and make a 'class bibliography'.

References:

- a. _____

- b. _____

- c. _____

- d. _____

*** email them to kate.hunter@vuw.ac.nz***

WEEK 8 CONTEST FOR A LEGEND II – THE ANZAC LEGEND

TASK: Bring an essay plan to class this week – at least four bullet points and some quotes/examples/illustrations, or a diagram (however you usually do it... or want me to think you usually do it)

ESSENTIAL READING

- Rose Lucas 'The gendered battlefield: sex and death in Gallipoli' in Damousi and Lake (eds), *Gender and War*, Melbourne, 1995. See also the many other valuable essays about WWI in this volume.
- Alistair Thompson 'Passing shots at the Anzac legend' in Burgmann & Lee (eds), *A Most Valuable Acquisition: A People's History of Australia Since 1788*, Fitzroy, 1988.
- Annabel Cooper 'Textual territories: gendered cultural politics and Australian representations of the war, 1914-1918', *Australian Historical Studies*, vol.25, no.100, April 1993, pp.403-421.
- Bart Ziino, 'Great War, Total War' in Gare & Ritter, (eds), *Making Australian History*, pp.335-344

Questions:

1. Compare and contrast the differing approaches to the ANZAC legend in these readings. How would you assess the arguments?
2. Who does the legend exclude and include? How do the articles impact on ideas of a cohesive nation at war?
3. What are the differences between pioneer masculinities and 'soldier' masculinity? Are they part of a continuum?
4. Let's continue our discussion this week of national and trans-national histories. It is important to think about this question of the nationalist purposes served by 'war stories' I think.

FURTHER READING:

- Gare & Ritter, (eds), *Making Australian History*, Sections 10 &11, 'The Anzacs' and 'The Homefront'
- Stuart Macintyre *The Oxford History of Australia*, vol. 4
- Bill Gammage, "The crucible: the establishment of the Anzac tradition", in McKernan and Browne, *Two Centuries of War and Peace in Australia*, Canberra, 1988.
- Lloyd Robson 'The Origin and Character of the First AIF: 1914-1918. Some Statistical Evidence', *Historical Studies*, 61, October, 1973
- Marilyn Lake *A Divided Society: Tasmania During World War One*, MUP, 1975.
- Robin Gerster *Big-noting: The Heroic Theme in Australian War Writing*, MUP, 1987
- Alistair Thompson *Anzac Memories: Living with the Legend*, OUP, 1994
- Alistair Thompson ' "Steadfast Until Death"? C.E.W. Bean and the Representation of Australian Military Manhood', *Australian Historical Studies*, 23, 93, October, 1989
- Joan Beaumont 'The politics of a divided society' in *Australia's War 1914-1918*, St Leonards, 1995.
- Ken Inglis *Anzac Remembered*, compiled by Jay Winter, Melbourne, 1998
- Craig Wilcox, *For Hearths and Homes: Citizen Soldiering in Australia*, Melbourne, 1997 – WELLINGTON PUBLIC LIBRARY
- Jeffrey Grey, *The Military History of Australia*, Melbourne (1990), 1999, chapter 4.
- Stephen Garton, *The Cost of War, Australians Return*, OUP, Melbourne, 1996.
- Terry King, 'Saving the returned men: The soldiers' lounge, St Paul's Cathedral', *Victorian Historical Journal*, vol.65, no.2, 1994, pp.169-178
- Judith Smart, 'Homefires and housewives: Women, war and the politics of consumption', *Victorian Historical Journal*, vol.75, no.1, 2004, pp.96-109

WEEK 9 THE GREAT OUTDOORS

Essential Reading:

Richard White, *On Holidays*, Melbourne, 2005, chapter 4

Melissa Harper, *The Ways of the Bushwalker: On Foot in Australia*, Sydney, 2007, chapter 7.

Kirstie Ross, *Going Bush: New Zealanders and the outdoors in the twentieth century*, AUP, Auckland, 2007, (E-reserve)

Questions:

1. What broader arguments are made in these readings about society in the interwar period? In other words, what does the history of leisure tell us?
2. For those of you who have done NZ history or read Kirstie Ross’s chapter, are there distinctive features of the Australian story/NZ story and what is common or transnational?
3. What kinds of links are drawn to the Great War? What are some of the criticisms of White’s approach particularly (for those of you who did your article review on this question)?
4. How is bushwalking and holidaying tied into other forms of modernity, eg: technological advancement, transport, ideas of the body?

Further Reading:

WEB TASK: Find an image of holidays on one of the digital sites on ‘external links’ and bring it to class to add to the discussion **OR**

Using Historical Abstracts or other databases, find three articles to add to a reading list.

References:

1.

2.

3.

*** email them to kate.hunter@vuw.ac.nz***

WEEK 10 THE FACES OF THE 1930s

Read two of these – make sure your group has covered all of them.

Essays due this week... Any last minute problems or questions to discuss with me or your group?

ESSENTIAL READING:

Janet McCalman, *Struggletown*, Melbourne, 1985, chapter 6.

Jenny Hicks, *Australian Cowboys, Roughriders and Rodeo*, CUQP, Rockhampton, 2003, pp.95-106

Stuart Rintoul, 'A bit of flour and tea and sugar', *The Wailing: A National Black Oral History*, Port Melbourne, 1993, pp.237-77.

Tim Rowse, 'Aboriginal "respectability"', in Tim Rowse (ed), *Contesting Assimilation*, API Network, Perth, 2005 (E-reserve)

Questions:

1. What stories or themes do you see emerging from depression stories? eg: adventure or romance?
2. Does Rintoul's piece reflect a very different experience for indigenous Australians at this time?
5. What are some of the issues surrounding the use of oral history?
6. What does Hicks's chapter tell us about leisure in rural Australia? Compare this with McCalman's evidence of leisure in Richmond and with Harper and White from last week.
7. What were some of the features of the divide between rural and urban in the 1930s?
8. Are there similar themes and ideas emerging in this week's readings as in the readings on the 1890s?

9. How does Rowse use the distinction between 'respectable' and 'rough' to explain divisions in some Aboriginal societies? Compare and contrast his argument about indigenous people with Bain Attwood's argument from week 4, and with Lake, Hirst and McConville from the debate assignment.

FURTHER READING:

- Novels *Caddie; A Fortunate Life; Harp in the South*
- Jan Kociumbas *Australian Childhood: A History*, Sydney, 1997, chapter 10.
- Davison & McConville, (eds) *Outcasts of Melbourne: Essays in Social History*, 1985
- Oxford History of Australia*, vols. 3&4
- Australians 1938*
- Andrea Gaynor, 'Animal husbandry and house wifery?: Gender and suburban household food production in Perth and Melbourne, 1890-1950', *AHS*, no.124, 2004, pp.238-254.
- Raelene Frances, *Selling Sex*, Sydney 2007.
- McGrath, *Born in the Cattle*, 1987.
- Use the index in many of the works mentioned previously: for example: Goodall, *Invasion to Embassy*, Stephen Garton, *The Cost of War*, Grimshaw, *Creating a Nation*.

WEEK 11 REMEMBERING THE FIFTIES

ESSENTIAL READING:

- Graeme Davison ‘Sex, speed and power: young people and the car in Melbourne 1945-1975’, *The Australian City – Future/Past: Proceedings of the Third Australian Planning History/Urban History Conference*, Melbourne, 1996.
- Tony Dingle &
Seamus O’Hanlon ‘Modernism versus domesticity: the contest to shape Melbourne’s homes, 1945-1960’, *AHS*, no.109, October 1997, pp.33-48. This is a special volume on the 1950s and contains chapters on youth culture, sexuality, fashion and masculinity – please read any others for this week that you would like to!
- Jan Kociumbas *Australian Childhood: A History*, Sydney, 1997, chapter 11 (E-reserve).
- Jaime Phillips, ‘The Rock Gully Exodus’, in Graeme Davison & Marc Brodie, (eds), *Struggle Country: The Rural Ideal in Twentieth Century Australia*, Melbourne, 2005, pp.08.1-08.17

WEB TASK: Using one of the picture/photograph databases on External Links (Blackboard page), find two images from the 1950s. Print them and bring them to class. Why did you choose them? What do they tell us about the 1950s? How do they relate to the themes in the readings?

Questions:

1. How have Davison and Dingle & O’Hanlon used changing technology to demonstrate social changes?
2. What kinds of tensions and shared spaces does Jaime Phillips’ chapter reveal to us?
3. Are there comparisons to be made between the 1920s and the 1950s?