



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

HISTORY PROGRAMME

HIST 334: The Great Sacrifice: Social and Cultural

Perspectives on World War One

TRIMESTER 2 2009

13 July to 15 November 2009

Lecturer: Dr Kate Hunter
Room Old Kirk 417
Tel: 463 6763
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Class times and locations

Lecture: Tuesday, 11 – 11.50am (HMLT003)
Seminars: Tuesdays 4.00-5.50pm (HU317)
OR
Wednesdays 9.30-11.20am (RHMZ05)

Seminars begin in Week 2 of classes.

Course delivery

Students are expected to attend the 1 lecture per week and 1 two-hour seminar per week.

Additional information about this course will be posted on the official departmental notice board (fourth floor of Old Kirk Building) in the case of official notices, outside OK 417 where any handouts used in class and tutorials will also be available, and on **Blackboard**. Please ensure you access your **student email account (myvictoria address)** regularly or have SCS forward your email from this account.

COURSE AIMS

This course explores the Great War as more than a military event. Rather a variety of perspectives are examined on the social and cultural meanings of the War in a variety of national contexts focussing particularly on Britain, France, Germany and drawing on materials from other combatants, especially Australia and New Zealand. The paper aims to provide students with a deeper understanding of the period from 1900 to the 1920s, and the longer-term developments stemming from the Great War, particularly the construction of collective memory. The paper will also allow students the scope to study New Zealand and Australian societies and the evolution of such representations and 'legends' as that surrounding the Anzacs.

COURSE OBJECTIVES

HIST334 aims to develop and refine students' abilities in many areas. Students will:

- Develop a deeper understanding of the social effects of the Great War in a variety of national contexts;
- Explore the cultural meanings of the Great War both during the war and in the post-war period;
- Analyse the commemoration and remembrance of the war in a variety of contexts;
- Recognise a variety of approaches to the history of the Great War;
- Refine their bibliographic and research skills;
- Develop further skills in analysing primary sources, including images, artefacts and memorials; and
- Consolidate a high level of competency in written and oral communication, and historiographical analysis.

WORKLOAD

In accordance with the Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to HIST334. This includes one hour of lectures and two hours of seminars per week.

READINGS

Essential Text:

HIST 334 Book of Readings available at the Student Notes Shop; *Writing History Essays* available at Student Notes or as a pdf on www.victoria.ac.nz/history

For the first two weeks of trimester, all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After week two, all undergraduate textbooks will be sold from VicBooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Suggested background reading/ viewing:

 Viewing:

'1914-1918: the Great War and the shaping of a century', BBC, VIS3533

'Regeneration' 1991, DVD1562

 Reading:

Jay Winter and Antoine Prost (eds), *The Great War in history: debates and controversies, 1914 to the present*, CUP, Cambridge, 2005

Stephane Audoin-Rouzeau et al. *14-18: Understanding the Great War*, Hill & Wang, New York, 2002

John Crawford & Ian McGibbon, (eds), *New Zealand's Great War*, Exisle Publishing, Auckland, 2007

Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*, Bantam Press, London, 1989

Donald Denoon, Philippa Mein-Smith with Marivic Wyndham, *A History of Australia, New Zealand and the Pacific Islands*, Blackwell, Massachusetts, 2000, chapter 13, 'The Great War'.

ASSESSMENT

Assessment is in-course work, consisting of:

- Completion of five of the weekly seminar tasks (5% of total grade)
- A research essay proposal (15% of total grade)
- Research essay (45% of total grade)
- Memorial Report (35% of total grade)
- Students will also be required to introduce the readings in seminars. Topics will be decided in the first week.

INTRODUCING READINGS IN SEMINARS...

Students are asked to introduce the seminar readings (possibly in conjunction with another student) **once** during the trimester. The introduction is designed to stimulate class discussion by posing questions and raising issues stemming from the readings rather than merely summarising the readings. By completing this task, students are consolidating a high level of competency in oral communication, and historiographical analysis, developing a deeper understanding of the social effects of the Great War in a variety of national contexts and gaining better understanding of the variety of approaches to the history of the Great War.

This task is designed to ensure the thoroughness of reading, to stimulate discussion, and to encourage engagement with the source. Some issues that can be raised include:

- a discussion of use of sources and methodology in the case of secondary reading,
- a discussion of the source (problems, uses, etc) in the case of primary material,
- a comparison with the previous weeks' discussions,
- and, where possible, comparisons with material uncovered in your research essay or memorial report.

Topics will be decided on in the first seminar.

SEMINAR TASKS (5 % of total grade)

This is an ALL OR NOTHING grade. The seminar tasks focus on developing further skills in analysing primary sources, and refining your bibliographic and referencing skills.

Most weeks there is a task that is to be completed and brought to seminars. To gain the 5% you must complete 5 of these over the course of the trimester. No partial grade will be given – you either receive 5% or 0%. Completion of these tasks will be recorded **in the seminar**. If you are absent from the seminar, the task will not be recorded as completed.

NOTE: This is a mandatory course requirement.

RESEARCH ESSAY PROPOSAL (15% of total grade)

Research Essay Proposal must be submitted **NO LATER THAN Wednesday 12 August**. To construct your essay question, choose components from the matrix on pp. x-xi. See instructions below and under 'Assignments' on Blackboard.

RESEARCH ESSAY	(45% of total grade)	3,000 words
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DUE DATE: MONDAY 14 SEPTEMBER

By completing the research essay students will demonstrate their ability to design and complete an independent research project; gain a fuller understanding of their chosen topic by utilising a range of research tools; deal with a broad range of primary and secondary sources; and present their work in clear prose, supported by appropriate citation of sources and bibliography, as set out in *Writing History Essays*.

MEMORIAL REPORT	(35% of final grade)	1500w
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DUE DATE: NO LATER THAN MONDAY 12 OCTOBER

This assessment task is designed to assist you in:

- Analysing the commemoration and remembrance of the Great War in a variety of contexts
- Developing further skills in analysing primary sources, including images, artefacts, and memorials

The Memorial Report explores the object itself (purpose, symbolism, architecture, design, language etc), the context within which it was constructed, and the variety of ways we might interpret the object. The Report should include at least one photo or clear illustration of the memorial/object.

The report can be divided into **two** sections. The first section deals with the physical aspects of the memorial/object; the second deals with the broader historiographical context.

Questions that can be addressed in the first section might include:

- What does the memorial/object commemorate? (a battle, the 'fallen', those who served, nurses, soldiers, peace?)
- What aspects of design have been incorporated? (What are the symbols used? Colours? Depictions of scenes or people?)
- What is the function of the memorial/object?
- What materials have been used?
- Where is the memorial sited? How is that site used? Has the memorial been moved?
- How was the memorial funded?
- Was there controversy or public debate surrounding the memorial/object?
- Is the memorial a focus for ceremonies? How is it used?

Broader questions that should be addressed in the second section include:

- Does the memorial/object represent a set of community 'values' connected to the war (for example, what does it mean if a memorial only commemorates the dead rather than those who served?)
- Where does the study of this memorial/commemorative object fit within the historiographical discussion on memorials and commemoration?

In general if you choose a memorial about which information for the first section is very accessible it is important that you strongly place that memorial within the existing literature, ie: emphasise the second section.

➔ **Only five students per memorial:** Some memorials are very popular (eg: Brooklyn, Mitchelltown). When you have decided upon your memorial you must **email me**. First in, first served; only five students per memorial.

➔ **Do Not Choose:** the National War Memorial, Tomb of the Unknown Warrior, Petone and Lower Hutt Cenotaph. These memorials are well researched already:

Useful Reading:

Before beginning this project, you will find it useful to read the Course Readings for Seminar 10, and chapter 3 of Chris Maclean and Jock Phillips, *The Sorrow and the Pride: New Zealand War Memorials*, Wellington, 1990 (E-Reserve); Jock Phillips, 'The Great War and New Zealand nationalism' in Judith Smart et al (eds), *An ANZAC muster : war and society in Australia and New Zealand 1914-18 and 1939-45* , Clayton, 1992; Ken Inglis and Jock Phillips, 'War memorials in Australia and New Zealand', in Rickard & Spearritt (eds), *Packaging the Past? Public Histories*, MUP, Melbourne, 1991; Alex King, *Memorials of the Great War in Britain*, Berg, Oxford, 1998, introduction & chapter 3 (E-Reserve).

EXTENSIONS AND PENALTIES:

Extensions for assignments can be requested BEFORE the due date in the case of illness or unforeseen circumstances. Please fill out a form at the History office and see the lecturer. If you have multiple assignments due at the same time during the trimester, you must request a renegotiation of due dates **before the end of week 4**. Otherwise, multiple assignments due at the same time will not be accepted as a reason for an extension request.

If an extension is not sought, or not approved, and assignments are late students will be penalized for late submission of essays - a deduction of: **5% per day for five days** thereafter work can be accepted for mandatory course requirements but will not be marked.

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)
- b) Completion of 5 seminar tasks. Completion of these tasks will be recorded in seminars.

PLEASE NOTE that **Friday, 16 October 2009** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 6 June must be sought in writing from the Head of Programme, and will only be granted for **serious** medical reasons (supported by medical certificate), or in case of **serious** personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

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>

The AVC(Academic) 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. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

Research Essay Proposal Form

This template is available on Blackboard to download

Due no later than Wednesday, 12 August.

This assignment is worth 15% of your final grade.

*Please remember to keep a copy of all assignments

*the format of your bibliography must be correct to be awarded marks

*** The Description of your Project is worth 60% of this assignment and your Bibliography is worth 40% of this assignment.**

NAME:

Learning Goals:

What are two learning goals for this research project?

SHORT DESCRIPTION OF YOUR PROJECT: Include the **precise question** you will be answering (choosing components from the essay matrix), and the **scope** of the essay (in particular the countries covered and/or time periods etc.) Other things to think about including in this part of the proposal are: the research questions or hypothesis that interests you including ideas found in the secondary literature, research methods that you will use, types of sources eg: mainly secondary, or primary sources such as newspapers, diaries, photos etc.

AT LEAST 20 SOURCES YOU HAVE IDENTIFIED including at least 5 articles in scholarly journals (please also note the finding aids you have used to locate the source, eg: Historical Abstracts and other databases – on the library webpage under Additional Instruction there is an on-line tutorial if you need to brush up, footnotes/bibliography of other work, shelf-browsing, National Library catalogue etc) :

(10/20 marks: 0.5 marks each)

PRIMARY:

SECONDARY: (continue on a separate sheet if necessary and grouped as books, chapters in edited collections, journal articles and others including web resources)

REFERENCING HINTS

Dates: in ‘military style’, ie, no commas, 11 November 1922.

Referencing **primary documents** takes many forms. As with all referencing, the principles that apply are:

ACCURACY
TRANSPARENCY
ACCOUNTABILITY

With manuscripts, photographs and unpublished documents, **reference numbers and repositories** at which they are held are part of the information you need to include. Take note of which titles are italicised – unpublished (documents, theses etc) are in plain text; titles of published material (newspapers, pamphlets, booklets) are italicised.

Newspapers:

“Memorial opened by Governor General”, *The Press*, 11 November 1922, p.2.

E. Townley, “Funding too low”, letter to Editor, *Wairarapa Daily Times*, 22 April 1923, p.6.

Diaries:

First reference: JK Smith, 6 August 1916, Diaries, 1914-1917, MS-Papers-1234, Alexander Turnbull Library (ATL).

Subsequent reference: Smith, 22 September 1916.

Letters:

First reference: Frank Crowley to Amy Crowley, 25 May 1916, F Crowley, Correspondence, 1916-1917, MS-Papers-2345, ATL.

Subsequent reference Frank Crowley to Amy Crowley, 12 April 1916.

Theses:

Kathryn Hunter, ‘Single Women on Australia’s Family Farms, 1880s-1920s’, PhD thesis, University of Melbourne, 1998, p.115.

Aimee Nicholson, “A touch of lace” and “a kiss from France”: New Zealand soldiers, masculinity and 1920s consumption’, History Honours long essay, Victoria University of Wellington, 2007, p.33

Booklets, pamphlets etc:

“Treatment of neurasthenics and war wounded”, *Church Army News*, issue 12, September 1916, p.5, Imperial War Museum (Women, War & Society 1914-1918)

Photographs:

Opening of Woolomoloo Memorial, 25 April 1923, Ref No. 1-234-5AB, State Library of NSW (accessed on Picture Australia, www.nla.gov.au/pictureaustralia 12 May 2008)

Crowd at opening of memorial, Wainouiomata, 11 November 1922, Wilkinson Collection, Ref. No.12-345-67, National Library of New Zealand.

Designing Your Research Question

ARGUMENT	SUBSTANTIVE FOCUS	THEORETICAL/ HISTORIOGRAPHICAL FRAMEWORK
To what extent...	roles	masculinity and femininity
Discuss.	representations (eg: art, photos, trench newspapers, official histories, historians' representations)	notions of race, including whiteness
How significant...	attitudes	modernity and modernisation
Compare and contrast...	diaries and personal papers	notion of 'home'
How central was...	oral histories	Anzac legend
Do you agree?	Postcards & letters	commemoration and remembrance
	photographs	Empire
	trench newspapers, domestic newspapers (local papers, religious journals such as the <i>Catholic Tablet</i> or <i>Presbyterian Outlook</i>)	Environmental history
	opposition to war	
	hospitals (eg: General Hospitals in England such as Brockenhurst, repatriation hospitals), medical officers	
	bodies/ physicality	
	masculinity and /or femininity	
	homefront experiences (eg: rationing)	
	propaganda	
	soldiers	
	leisure (eg: sport, Patriotic dances etc)	
	race	
	class	
	travel/pilgrimage/environment/ landscape	
	death and bereavement, religious beliefs	
	conscription	
	Remembrance	
	motivations, recruitment & enlistment	
	Homefront	
	communities (can be defined broadly or narrowly, eg: towns, schools, sports clubs, groups such as Quakers)	
	nurses	

Quotations:

“Reading the letters and other writings of wives and friends... reveals an intense spiritual life of the home front, a spirituality caught up in constant interchange with the front; men on leave or wounded soldiers returned home for a few days or for ever, messengers bringing news of death.” Annette Becker, *War and Faith: The Religious Imagination in France, 1914-1930*, Berg, Oxford, 1998, p.4.

“War is still generally conceived of by men as belonging to that zone of cultural experience which is exclusively male... That means, if Fussell can substantiate his thesis, that women were prohibited from direct participation in their national culture.” Claire M Tylee, *The Great War and Women's Consciousness: Images of Militarism and Womanhood in women's Writings 1914-64*, Macmillan, Houndmills, 1990, p.8.

“Personal identities are interwoven with national identities, individual memories intersect with public legends, and critical analysis of Anzac thus inevitably collides with powerful emotional investments in the past. The process of subjective identification thus helps to explain the resonance of national myths.” Alistair Thomson, *Anzac Memories: Living with the Legend*, OUP, Melbourne, 1994, p.5.

“So the mourning process was complicated, sometimes impossible, always protracted. Moreover, the survivors were by and large not allowed to genuinely mourn; it was one of the hidden objectives of the post-war commemorations to forbid protracted mourning, which was seen as a betrayal of the men who had sacrificed themselves on the battlefields.” Stephan Audoin-Rouzeau & Annette Becker, *14-18: Understanding the Great War*, Hill & Wang, NY, 2000, p.9.

“The Anzac experience was a discovery of self, a growing awareness of what it means to be Australians or New Zealanders – one more step on the road to confirming a sense of national identity and national priorities.” Christopher Pugsley, *The Anzac Experience: New Zealand, Australia and Empire in the First World War*, Reed, Auckland, 2004, p.36.

“The return of war-mutilated servicemen radically transformed the lives of all disabled people in Britain. Within the non-disabled civilian population, masculine images and ideals were also modified.” Joanna Bourke, *Dismembering the Male*, Reaktion Books, London, 1999, p.16.

Sample Questions

To what extent did WWI change attitudes towards death and bereavement?

How significant was travel a motivation for soldiers' and nurses' enlistment in WWI?

Compare and contrast soldiers' attitudes to France and Egypt. How might their attitudes illuminate notions of racial identity?

Compare and contrast Thomson (quote above) and Pugsley (quote above) and their attitudes towards Anzac and national identity.

Examining diaries and personal papers, how significant was the notion of 'home' for soldiers?

How significant is the commemoration of nurses' service during WWI? How might this be explained?

To what extent do soldiers' reactions to the Egyptian and/or French landscape reflect environmental ideas of the early twentieth century?

Some primary source ideas that might not be immediately obvious...

- Dorothy Neale White Collection of children's fiction at National Library;
- Local newspaper reports of exemption/military board hearings ie: appeals against conscription contain a huge amount of information;
- NZ Electronic Text Centre (<http://www.nzetc.org/>) Look under NZ History

- Archives New Zealand has a great deal of material related to the war, with many files on pensions, Maori fund raising etc containing letters from individuals and families.

Readings that deal with **sources** are marked with ⊙ in the reading lists

Marking Criteria:

CONTENT:

- Use of introduction: (*Writing History Essays* 3.3, 4.8)
- Use of conclusion: (*WHE* 3.5, 4.7)
- Coherence and strength of argument: (*WHE* 3.1-3.5, 4.1-4.8)
- Use of primary evidence (where appropriate) &/or use of secondary material as evidence: (*WHE* 3.4)
- Demonstration of research and bibliographic skills:
- Balance of narrative and analysis; answering the question

STYLE AND PRESENTATION:

- Sentences and paragraphs: (*WHE* 4.3, 4.4)
- Clarity of expression:
- Grammar and spelling: (*WHE* 5.1-5.3)
- Format of footnotes: (*WHE* 6.4)
- Format of bibliography: (*WHE* 7.2)

<i>LECTURE TOPICS AND SEMINAR GUIDE</i>

WEEK: WEEK BEGINNING	LECTURE TOPIC
(SEMINAR TOPIC)	
1. 14 July	Introduction: Great War Histories
<i>(no seminar)</i>	
2. 21 July	Great War man
(Historiography)	
3. 28 July	Great War woman
(Men & manliness)	
4. 4 Aug	Great War body
(Women's war)	
5. 11 Aug	Great War minds
(Bodies)	
6. 18 Aug	Great War home-fronts
(Psychiatry & shell shock)	
MID TRIMESTER BREAK (Monday, 24 August to Sunday, 6 September 2009)	
7. 8 Sept	Race and the Great War
(The home fronts)	
8. 15 Sept	Great War dead
(Focus on race)	
9. 22 Sept	Great War mothers, fathers & families
(Death & dying)	
10. 29 Sept	Great War commemorations
(Families)	
11. 6 Oct	Post-war gender relations
(Commemorations)	
12. 13 Oct	Conclusion and revision
(Post-war gender relations)	
STUDY BREAK (Monday, 19 to 25 October 2009)	

READING GUIDE

Seminar One: Great War History

In the 1970s, there was a major shift in the historiography of WWI. This week's readings explore this shift away from seeing the War in strictly military terms to the exploration of the War as a social and cultural turning point. Braybon outlines some key debates in the historiography. Choose two of these shifts or debates and make some notes about them. What are some of the features of the historiography of the other article you chose to read? Does it reflect one of the debates in Braybon's overview or is it altogether another direction?

Reading:

Gail Braybon, 'Introduction' in Gail Braybon, (ed), *Evidence, History, and the Great War: Historians and the Impact of 1914-1918*, 2003.

And **one** of the following:

Samuel Hynes, *A War Imagined: The First World War and English Culture*, London, 1990, chapter 1.

Margaret H Darrow, *French Women and the First World War*, Berg, Oxford, 2000, pp.1-20;

Christopher Pugsley, *The ANZAC Experience: New Zealand, Australia and Empire in the First World War*, Reed, Auckland, 2004, pp.19-37.

Nicoletta Gullace, *'The Blood of Our Sons': Men, Women and the Renegotiation of British Citizenship During the Great War*, Palgrave, London, 2002, pp.1-10.

Further Reading:

Almost any introduction to a book concerned with social and cultural aspects of the War will examine this historiographical trend. But see particularly Jay Winter & Antoine Prost, *The Great War in History: Debates & Controversies, 1914 to the Present*, CUP, Cambridge, 2005.

Alistair Thomson, *Anzac Memories: Living with the Legend*, Melbourne, 1994, introduction.

☉ Alistair Thomson, 'Anzac Stories: Using personal testimony in war history', *War & Society*, vol.25, no.2, Oct 2006, pp.1-21.

Brian Bond, (ed), *The First World War and British Military History*, Clarendon Press, Oxford, 1991.

Paul Fussell, *The Great War and Modern Memory*, 1975

Smith, Audoin-Rouzeau & Becker, *France and the Great War, 1914-1918*, Cambridge, 2003.

READING GUIDE

Seminar Two: Men & manliness

A great deal has been written about men in WWI – usually as soldiers – but surprisingly little has been written about masculinity or manliness. The articles for this week look specifically at manliness, both before the war, and how it was transformed by the war. How do the authors define masculinity or manliness? Do you agree with these ideas? What characteristics of manliness changed during/after the war and which ones remained constant? How does an understanding of masculinity assist us in understanding the cultural and social meanings of WWI?

Task:

Using one of the resources below, search for an image of pre-war men or an image of soldiers (photos or posters, paintings etc) that relates to the readings. Print the image, reference it correctly, and bring it to class prepared to discuss why you chose the image and how it relates to this week's readings.

<http://www.awm.gov.au/> Australian War Memorial
<http://memory.loc.gov/ammem/collections/rotogravures/> Library of Congress
<http://collections.iwm.org.uk/server.php?show=nav.00g> Imperial War Museum
<http://www.pictureaustralia.org/> Picture Australia
<http://timeframes1.natlib.govt.nz/> Timeframes (National Library of NZ)
<http://www.collectionscanada.ca/war-military/index-e.html> Canadian Archives (From home page click 'Browse selected topics', and then 'war and military' to get to this page or search other parts for pre-war images)

Reading:

Read *three* of the following:

John MacKenzie, 'The imperial pioneer and hunter and the British masculine stereotype in late Victorian and Edwardian times', in J.A. Mangan & J. Walvin (eds), *Manliness and Morality*, Manchester, 1987.

Alistair Thomson, 'A crisis of masculinity? Australian military manhood in the Great War' in Joy Damousi and Marilyn Lake (eds), *Gender and War: Australians at War in the Twentieth Century*, Melbourne, 1995.

Martin Crotty, *Making the Australian Male: Middle-Class Masculinity, 1870-1920*, MUP, Melbourne, 2001, pp.10-30.

Jock Phillips, *A Man's Country? The Image of the Pakeha Male, a History*, revised ed, Auckland, (1987) 1996, pp. 158-192.

Jessica Meyer, *Men of War*, Palgrave Macmillan, London, 2009, pp.14-46.

Further Reading:

See references in Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain and the Great War*, London, 1996, introduction

Peter Stanley, "'Whom at first we did not like...': Australians and New Zealanders at Quinn's Post, Gallipoli', and

Bronwyn Dalley, "'Come back with honour": Prostitution and the New Zealand Soldier, at Home and abroad' in Crawford & McGibbon, (eds), *New Zealand's Great War*

- Graham Dawson, 'The blonde bedouin: Lawrence of Arabia, imperial adventure and the imagining of English-British masculinity', in Michael Roper & John Tosh (eds), *Manful Assertions: Masculinities in Britain since 1800*, London, 1991.
- Graham Dawson, *Soldier Heroes: British Adventure, Empire and the Imagining of Masculinity*, London, 1994.
- Chapters by Allen & Mrozek in Mangan & Walvin, (eds), *Manliness and Morality*.
- John Keegan, *The Face of Battle*, London, (1976) 1991.
- Roberts, Mary Louise , *Civilization Without Sexes*, Chicago, 1994.
- Damousi, Joy , *The Labour of Loss: Mourning, Memory an Wartime Bereavement in Australia*, Melbourne, 1999, chapter on fathers.
- Nicoletta Gullace, 'The Blood of our Sons', chapter 2, 'The making of Tommy Atkins: Masculinity, propaganda and the triumph of family values'.
- Santanu Das, *Touch and Intimacy in First World War Literature*, CUP, Cambridge, 2006
- Allen J Frantzen, *Bloody Good: Chivalry, Sacrifice and the Great War*, University of Chicago Press, IL & London, 2003
- Robert L Nelson, 'Review Article: "Ordinary Men" in the First World War? German Soldiers as Victims and Participants', *Journal of Contemporary History*, vol.39, no.3, 2004, pp.425-435. (Review articles of non-English books can be found in English language journals and are a good way of accessing those books.)
- Lisa James, 'The impact of conscription on farming families in New Zealand during the Great War', History Honours Long Essay, VUW, 2006 (available from the History Office)
- For an excellent discussion of masculinity as an historical category, see Laura Lee Downs, *Writing Gender History*, Hodder Arnold, London, 2004.
- Philippa Levine, *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire*, 2003
- Fleming, 'Fighting the "Red Plague": Observations on the responses to venereal disease in New Zealand 1910-1945', *NZJH*, 22, 1, 1988, pp.56-64.
- Alice Neville, "Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI, History Honours Long Essay, VUW, 2006 (available from History Office)
- ☉Martyn Lyons, 'French soldiers and their correspondence: Towards a history of writing practices in the First World War', *French History*, vol.17, no.1, 2003, pp.79-95
- Carol Acton, 'Writing and waiting: the First World War correspondence between Vera Brittain and Roland Leighton', *Gender & History*, vol11, no.1, April 1999, pp.54-83
- ☉Martha Hanna, 'Writing home: French troops, family correspondence, and the First World War', *Proceedings of the Western Society for French History: Selected papers of the 1998 meeting*, 1999.
- Martha Hanna, 'A republic of letters: The epistolary tradition in France during World War I', *American Historical Review*, 108 (5), December 2003, pp.1340-1342
- Aimee Nicholson, 'A touch of lace and a kiss from France: New Zealand soldiers, masculinity and 1920s consumption', History Honours long essay, VUW, 2007 (available from the History Office)
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READING GUIDE

Seminar three: Women's war

Feminist historians have seen the War in a variety of ways. It represents a watershed for women in almost all areas of their lives from work to sexuality and leisure. British feminist historians also connect the War to the gaining of women's suffrage in Britain. There are also discussions of the rise of motherhood as an expression of citizenship (Marilyn Lake for example writes of the 'soldier citizen' and the 'mother citizen' in 'Mission Impossible' – see further reading for seminar 7).

This week we read three chapters about the changes to women's paid and voluntary labour and two chapters about wider issues of sexuality and domestic lives. What aspects of femininity are being drawn out by these authors? How is femininity defined (and cut across by class) in these readings? Are authors identifying the same broad changes to concepts of femininity as we read about in the writings on masculinity? Are there different approaches to the study of femininity and masculinity? How might we begin to discuss the gendered impact of the War?

Task:

Using the database in the library "Women, War and Society, 1914-1918", choose 5 search categories and list some of the types of records that appear, referencing them correctly. Choose one image or document about women's role in the war. Bring it to the seminar, prepared to explain how it relates to the readings you have completed for this week?

Reading

Read one from each group ... (two of these are quite short):

Group A:

Gail Baybon & Penny Summerfield, *Out of the Cage: Women's Experiences in Two World Wars*, London, 1987, chapter 2, 'Women before 1914'.

Deborah Thom, *Nice Girls and Rude Girls: Women Workers in World War I*, London, 1998, chapter 2, 'Women and work in Wartime Britain'.

Janet Watson, *Fighting Different Wars: Experience, Memory and the First World War*, CUP, Cambridge, 2004, chapter 3 "Other Armies".

Group B:

Susan R Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, Chapel Hill, 1999, chapter 4, 'Sexuality and the social order'.

Claire A Culleton, *Working-Class Culture, Women and Britain, 1914-1921*, New York, 1999, chapter 5, 'DORA and women's social and domestic lives during the war'.

Further Reading/Other resources:

The bibliography of any of the readings will give you a great deal of material to go and look at

but here are some others...

Chapters by Deborah Thom, Gail Braybon and Susan Grayzel in Gail Braybon, *Evidence, History and the Great War*

- ☞ CDR337 'Main Themes in Women's History from the Enlightenment to the Second World War', CD3- Women and War in Twentieth Century Britain.
- Megan Hutchings, "'Turn back this tide of barbarism": New Zealand women who were opposed to war, 1896-1919', MA thesis, VUW 1990. and see her chapter in Crawford & McGibbon
- Daniel Reynaud, 'Convention and contradiction: Representations of women in Australian war films, 1914-1918', *AHS*, no.113, October 1999, pp.215-230.
- Kathleen Kennedy, *Disloyal Mothers and Scurrilous Citizens: Women and Subversion during World War I*, Indianapolis, 1999 (on US)
- Katie Holmes, 'Day mothers and night sisters: World War I nurses and sexuality' in Damousi and Lake (eds), *Gender and War*. In same collection, see: Joy Damousi, 'Socialist women and gendered space: anti-conscription and anti-war campaigns 1914-18'.
- Tylee, Claire M, *The Great War and Women's Consciousness: Images of Militarism and Womanhood in Women's Writings, 1914-64*, London, 1990.
- See also images on http://perso.wanadoo.fr/horstg/pages/cpa_fra3.htm of French women, nurses etc.
- Nicoletta Gullace, *The Blood of our Sons: Men, Women and the Renegotiation of British Citizenship during the Great War*, New York, 2002.
- Judith Smart, 'The Great War and the "scarlet scourge"' in Smart & Wood, (eds), *An ANZAC muster: war and society in Australia and New Zealand 1914-18 and 1939-45*, Clayton, 1992
- See readings on venereal disease and prostitution in previous reading list
- Bronwyn Dalley, 'Lolly shops "of the red-light kind" and "soldiers of the King": Suppressing one-woman brothels in New Zealand, 1908-1916', *NZJH* 30, 1, 1996, pp.3-23.
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Seminar Four: The Great War Body

We cannot escape the physicality of this war – many historians have examined the links between the rhetoric of war and sport, and in other ways we can see the war's bodily effects – the jaundice of munitions workers and of course the injuries of soldiers. This week's readings tie in with previous readings about manliness/masculinity and femininity'. We also stretch out to literary theory in Das's exploration of touch. How might this kind of approach assist historians in their explorations of the war? In your notes for this week I'd like you to be connecting the readings from all three weeks in your heads (and on paper ready for discussion!).

Task:

For this coming session please go to one of the websites listed below and choose one paintings or posters of soldiers or war workers. Print the image, reference correctly. Critically examine how their bodies are represented?

<http://www.awm.gov.au/> Australian War Memorial
<http://memory.loc.gov/ammem/collections/rotogravures/> Library of Congress
<http://collections.iwm.org.uk/server.php?show=nav.00g> Imperial War Museum
<http://www.pictureaustralia.org/> Picture Australia
<http://timeframes1.natlib.govt.nz/> Timeframes (National Library of NZ)
<http://www.collectionscanada.ca/war-military/index-e.html> Canadian Archives (From home page click 'Browse selected topics', and then 'war and military' to get to this page)

Reading:

Read **two** of the following:

Joanna Bourke, 'The battle of the limbs: amputation, artificial limbs and the Great War in Australia', *AHS*, vol.29, no.110, 1998, pp.49-67

Sanatu Das, *Touch and Intimacy in First World War Literature*, CUP, Cambridge, 2006, pp.1-32

Marina Larsson, *Shattered Anzacs: Living with the Scars of War*, USNWPpress, Sydney, 2009, pp.29-60.

Further Reading:

Kay Saunders, "'Specimens of superb manhood": the lifesaver as national icon', *Journal of Australian Studies*, March 1998, no.56. (This is a special issue on Australian masculinities – see also Stephen Garton's article on masculinity and war in the twentieth century) Access on Expanded Academic.

Joy Damousi, *The Labour of Loss*, Melbourne, 1999, chapter 5 (**Closed Reserve**)

Murray Phillips, 'Sport, war and gender images: the Australian sportsmen's battalions and the First World War', *International J of the History of Sport*, 14 (1), 1997, pp.78-96.

Colin Veitch, "'Play up! Play up! And win the war!'" Football, the nation and the First World War', *Journal of Contemporary History*, 20 (3), 1985, pp.363-378

Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain and the Great War*, London, 1996.

Andrew Bamji, 'Facial Surgery: The Patients Experience', in Hugh Cecil and Peter H. Liddel (eds), *Facing Armageddon: The First World War Experience*, London, 1996.

Daryl Adair, John Nauright and Murray Phillips, 'Playing Fields Through to Battlefields: The Development of Australian Sporting Manhood in its Imperial Context, c. 1850-1918', *Journal of Australian Studies*, 56, 1998, pp. 51-68.

- Dale Blair, 'War and Peace, 1915-1924', in Rob Hess and Bob Stewart (eds), *More than a Game: The Real Story of Australian Rules Football*, Melbourne, 1998, pp. 114-138.
- Fiona J. Hall, "'The Greater Game' Sport and Society in Christchurch During the First World War, 1914-1918', MA Thesis, University of Canterbury, 1989.
- Jock Phillips, 'Rugby, War and the Mythology of the New Zealand Male', *New Zealand Journal of History*, vol. 18 (2), 1984, pp. 83-103.
- Alice Neville, "'Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', History Honours Long Essay, VUW, 2006 (available from History Office)
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Seminar Five: Great War minds

From the discussions of bodies we turn to minds. Predictably, we return to the questions of masculinity and modernity; the medicalisation of the war and the development of psychiatry as a medical field are also important. Kaufmann particularly is interested in the ways psychiatry operated in post-war society and post-war culture. What can the study of a science that is essentially concerned with abnormality and illness tell us about society at large during and after the Great War? In what ways does it further our understanding of men's experiences of the war? What about the experiences of women who nursed them and to whom they returned?

Task:

Using 'Women, War & Society' use search terms such as neurasthenia, shell-shock, war neuroses etc, and bring a document or a reference to the treatment of shell-shock and attitudes towards it in various sections of the community. Reference correctly.

Reading:

Elaine Showalter, *The Female Malady: Women, Madness and English Culture*, New York, 1985, chapter 7.

Stephen Garton, *The Cost of War: Australians Return*, Melbourne 1996, chapter 5.

Doris Kaufmann, 'Science as cultural practice: psychiatry in the First World War and Weimar Germany', *Journal of Contemporary History*, v.34, no1, 1999, pp.125-144.

Further Reading and Viewing:


Laurinda Stryker, 'Mental Cases: British Shellshock and the Politics of interpretation' in Braybon, *Evidence, History and the Great War*

Eric Leeds, *No Man's Land: Combat and Identity in WWI*, Cambridge, 1979.

Modris Eksteins, *The Rites of Spring: The Great War and the Birth of the Modern Age*, Boston, 1989.

Peter Leese, 'Problems returning home: the British psychological casualties of the Great War', *The Historical Journal*, v.40, Dec 1997, pp.1055-67

Jessica Meyer, *Men of War*

 Pat Barker, *Regeneration*, 1991 – this has also been made into an excellent film – available at the AV Suite

Elaine Showalter, 'Rivers and Sassoon: The Inscription of Male Gender Anxieties', in Margaret Randolph Higonnet *et al*, (eds), *Behind the Lines: Gender and the Two World Wars*, New haven, 1987. (I have this available)

Martin Stone, 'Shellshock and the psychologists' in WF Bynum *et al*, (eds), *The Anatomy of Madness*, London, 1985.

Joseph Pugliese, 'The gendered figuring of the dysfunctional serviceman in the discourses of military psychiatry' in Damousi and Lake, (eds), *Gender and War*.

Alex Watson, 'Self-deception and Survival: Mental Coping Strategies on the Western Front, 1914-18', *Journal of Contemporary History*, vol.41, 2, 2006, pp.247-268.

Peter Barham, *Forgotten Lunatics of the Great War*, Yale University Press, New Haven, 2004.

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Seminar Six: Homefronts

This week we look at the everyday living conditions of those at home. The issues of food riots and labour shortages fed into a host of wider social and political concerns around this time, not the least of which was agitation for women's political participation in Britain. Other movements were more directly anti-war movements: pacifist and anti-militarist organisations, socialists and anti-conscription campaigners.

Task:

Using the websites and databases from previous weeks OR the *Times Digital Archive 1785-1985* (you can be very specific in your searching on this database), search for and bring to class your favourite propaganda poster or newspaper article aimed at the homefront (correctly referenced). How does it demonstrate the tensions between unity and disunity present in the readings?

Reading:

Read both:

Belinda J Davis, *Home Fires Burning: Food, Politics, and Everyday Life in WWI Berlin*, Chapel Hill, 2000, chapter 3.

AND

Judith Smart, 'Feminists, food and the fair price: the cost-of-living demonstrations in Melbourne, August-September 1917' in Joy Damousi and Marilyn Lake (eds), *Gender and War: Australians at War in the Twentieth Century*, Cambridge, 1995.

OR

Susanna Magri, 'Housing' in Jay Winter & Jean-Louis Robert (eds), *Capital Cities at War: Paris, London, Berlin, 1914-1919*, Cambridge, (1997), 1999.

Other readings on social conditions for civilians include:

Other chapters in Winter & Robert *Capital Cities at War*

Keith Allen, 'Food and the German home front: Evidence from Berlin' in Braybon, *Evidence, History and the Great War*

Richard Wall & Jay Winter (eds), *The Upheaval of War: Family, Work and Welfare in Europe, 1914-18*, Cambridge, 1988.

Janet McCalman, *Struggletown: Public and Private Life in Richmond, 1900-1965*, Melbourne, 1984

Vera Britten, *Testament of Youth*, London 1978

Commacchio, Cynthia *The Infinite Bonds of Family: Domesticity in Canada, 1850-1940*, University Toronto Press, Toronto, 1999.

Evans, Raymond, *Loyalty and Disloyalty: Social Conflict on the Queensland Homefront, 1914-1918*, Sydney, 1987.

Daniel Ute, *The War from Within: German Working Class Women in the First World War*, Oxford, 1997

Alice Neville, "Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', History Honours Long Essay, VUW, 2006 (available from History Office)

Susan Grayzel, "The souls of soldiers": Civilians under fire in First World War France', *The Journal of Modern History*, 78, September 2006, pp.588-622.

Michelle Fowler, "Death is not the worst thing": The Presbyterian Press in Canada, 1913-19', *War & Society*, vol.25, no.2 (Oct 2006), pp.23-38

READING GUIDE

Seminar Seven: Race and the Great War

Task:

Bring an image to class of non-white soldiers from a web-site, book or database (correctly referenced). Why did you choose it? Was it difficult to find? What search terms did you use? Do you know who took the photo and why? How does it relate to the themes in the readings?

Reading:

Phillipa Levine, 'Battle colours: race, sex and colonial soldiery in WWI', *Journal of Women's History*, vol.9, no.4, Winter 1998, pp.104-130

Joe Lunn, 'Les races guerrieres: Racial preconceptions in the French military about West African soldiers', *Journal of Contemporary History*, vol. 34, no.4, 1999, pp.517-536

Russel Lawrence Barsh, 'American Indians and the Great War', *Ethnohistory*, vol. 38, no. 3, Summer 1991, pp.276-303

Two ways to go with **further reading**:

Concerns over whiteness:

Philippa Mein Smith, *Mothers and King Baby: Infant Survival and Welfare in an Imperial World: Australia, 1880-1950*, London, 1997

Marilyn Lake, 'Mission impossible: How men gave birth to the Australian nation – nationalism, gender and other seminal acts', *Gender and History*, vol.4, no.3, Autumn 1992, pp.305-322

Lucy Bland, 'White women and men of colour: miscegenation fears in Britain after the Great War', *Gender & History*, vol.17, no.1, April 2005.

Alice Neville, "Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI, History Honours Long Essay, VUW, 2006 (available from History Office) – see especially her sections on racial panics associated with white slavery and prostitution

'Others':

Chris Pugsley, *Te Hokowhitu a Tu: The Maori Pioneer Battalion in the First World War*, Auckland 1995

PS O'Connor, 'The recruitment of Maori soldiers, 1914-18', *Political Science*, 19, 2, 1967, pp.48-83.

Mark Ellis, 'America's Black Press', *History Today*, v.41, Sept 1991, pp.20-27.

Nancy Gentile Ford, "Mindful of the traditions of his race": dual identity and foreign born soldiers in the First World War American army', *J of American Ethnic History*, v.16, Winter 1997, pp.35-57

DeWitt C. Ellinwood and S. D. Pradhan, *India and World War 1*, New Delhi, 1978.

Melvin Page, *Africa and the First World War*, New York, 1987.

Glenford Howe, *Race, War and Nationalism: A Social History of West Indians in the First World War*, Oxford, 2003.

Joe Lunn, *Memoirs of a Maelstrom: A Senegalese Oral History of the First World War*, Portsmouth, 1999.

James W. Walker, 'Race and Recruitment in World War One: Enlistment of Visible Minorities in the Canadian Expeditionary Force', *Canadian Historical Review*, vol. 70, 1989, pp. 1-26.

Erin Keenan, "A Maori Battalion: The Pioneer Battalion, Leisure and Identity, 1914-1919", VUW Hons long essay, 2007, (available from History office)

James Cowan, *The Maoris in the Great War*, Auckland, 1926.

READING GUIDE

Seminar Eight: Death and dying

Task:

Using the usual sites or the Commonwealth Graves War Commission (www.cwgc.org) bring an image/details of a cemetery that you feel relates to the readings. What does the image tell us as a source in its own right (rather than just an illustration)? What role does technology play? A book to glance at to help with this is Sandy Callister, *The Faces of War*, Auckland 2007.

Reading:

Thomas Laqueur, 'Memory and Naming in the Great War' in John R Gillis, (ed), *Commemorations: The Politics of National Identity*, Princeton, 1994.

And one of the following:

Pat Jalland, *Death in the Victorian Family*, Oxford, 1996, ch 18

Joy Damousi, *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia*, Melbourne, 1999, chapter 1. **(E-Reserve)**

Further Reading:

☉ Sandra Callister, 'Stabat Mater Dolorosa: Death, Photography and Collective Mourning', *NZJH*, 41 (1), 2007, pp.3-23.

Allan Davidson, 'New Zealand churches and death in the First World War' in Crawford & McGibbon, *New Zealand's Great War*

Jennifer Hazelgrove, 'Spiritualism after the Great War', *Twentieth-Century British History*, 10 (4), 1999, pp.404-430. **(E-Reserve)**

Jay Winter, 'Some paradoxes of the First World War' in Richard Wall & Jay Winter (eds), *The Upheaval of War: Family, Work and Welfare in Europe, 1914-18*, Cambridge, 1988.

Other chapters in Damousi, *The Labour of Loss*

Other chapters in Jalland, *Death in the Victorian Family*

David Cannadine, 'War and death, grief and mourning in modern Britain' in Joachim Whaley (ed), *Mirrors of Mortality*, 1981.

David Vincent, 'Love and death in the nineteenth-century working class', *Social History*, 5, 2 (May 1980), pp.223-47

Joanna Bourke, 'Heroes and hoaxes: the unknown warrior, Kitchener and "missing men" in the 1920s', *War and Society*, 13 (2), 1995, pp.41-63 (I have a copy)

Annette Becker, *War and Faith: The Religious Imagination in France, 1914-1930*, Berg, Oxford, 1998.

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Seminar Nine: Families

Today we will try to explore a little more the experience of non-soldiers, particularly families in the Great War. There are two ways of unlocking this past: one is through the demographic trends of the war; the other is through social history of documents etc. There are both approaches here.

Task:

Using the range of digital sources we've explored so far, as well as printed materials (magazines, newspapers & books) find an article about or photograph of families during war time (and post-war period). How did you find it? Why did you choose it? What does it tell us about families & communities?

Reading:

Jay Winter, 'Surviving the war: life expectation, illness, and mortality rates in Paris, London, and Berlin, 1914-1919' in Jay Winter & Jean-Louis Robert (eds), *Capital Cities at War: Paris, London, Berlin, 1914-1919*, Cambridge, (1997), 1999 **(E- Reserve)**

OR

Jay Winter, *Sites of Memory, Sites of Mourning*, chapter 2 on communities, Cambridge, 1995

&

Joy Damousi, *The Labour of Loss*, chapter 3 on fathers, Cambridge, 1999.

Further Reading:

As you can see from the notes of Damousi and Winter, there is not much secondary literature dealing specifically with those members of communities who were not soldiers. You can revisit readings about motherhood in Great War Woman and Susan Grayzel, and look at the post-war gender relations readings for what they reveal about non-soldiers. An Australian novel, George Johnson's, *My Brother Jack*, (1991) is in part about growing up during the war, and there is a brief discussion of children's lives during the war and in the 1920s in Jan Kociumbas, *Australian Childhood: A History*, ch 10, Allen & Unwin, Sydney, 1997. Melanie Nolan, *Breadwinning: New Zealand Women and the State*, Christchurch, 2000 and her chapter in Crawford & McGibbon; Barbara Brookes, Annabel Cooper and Robin Law (eds), *Sites of Gender: Women, Men and Modernity in Southern Dunedin, 1890-1939*, Auckland, 2003. Lisa James, 'The impact of conscription on farming families in New Zealand during the Great War', History Honours Long Essay, VUW, 2006 (available from the History Office). Families are visible in Bruce Scates, *Return to Gallipoli: Walking the Battlefields of the Great War*, Melbourne, 2006, and to some extent in Sandra Callister, 'Stabat Mater Dolorosa: Death, Photography and Collective Mourning', *NZJH*, 41 (1), 2007, pp.3-23. See also Susan Grayzel, "'The souls of soldiers': Civilians under fire in First World War France', *The Journal of Modern History*, 78, September 2006, pp.588-622.

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Seminar Ten: Commemorations

Task:

Bring to the discussion some notes about features of your own research into a war memorial, as well as further thoughts on notions of 'private'/'individual' memory and 'public' memories etc. If you need to or would like to, bring an image of a memorial or something from the Commonwealth War Graves Commission website as a source.

Readings:

Read **two** of the following:

Graham Hucker, 'A hall of remembrance and its narrative of the Great War', unpublished paper presented at 'Public History, Meanings, Ownership, Practice' conference, September 2000

Ken Inglis & Jock Phillips 'War Memorials in Australia & New Zealand', in John Rickard & Peter Spearitt (eds), *Packaging the Past? Public Histories*, Melbourne, 1991.

Bruce Scates, *Return to Gallipoli: Walking the Battlefields of the Great War*, Melbourne, 2006, chapter 2 'Hearts of Stone'

Further Readings:

Ken Inglis, *Anzac Remembered*,

Jock Phillips and Chris Maclean, *The Sorrow and the Pride: New Zealand War Memorials*, Wellington, 1990, chapter 3 **(on E-Reserve)**

Jay Winter, *Sites of Memory, Sites of Mourning: the Great War in European Cultural History*, Cambridge, 1995

Sandra Callister, 'Stabat Mater Dolorosa: Death, Photography and Collective Mourning', *NZJH*, 41 (1), 2007, pp.3-23.

Anne-Marie Claire Hughes, 'War, gender and national mourning: the significance of the death and commemoration of Edith Cavell in Britain', *European Review of History*, vol.12, no.3, November 2005, pp.425-444.

Thomas Laqueur, 'Memory and Naming in the Great War' in John R Gillis, (ed), *Commemorations: The Politics of National Identity*, Princeton, 1994.

Alex King, *Memorials of the Great War in Britain*, Berg, Oxford, 1998, chapter 3 **(on E-Reserve)**

Nicoletta Gullace, 'Memory, Memorials and the Postwar Literary Experience: Traditional Values and the Legacy of World War 1', *Twentieth Century British History*, 10 (2), 1990, pp. 235-243.

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Seminar Eleven: Post-war Gender Relations

Task:

Bring an image that encapsulates an aspect of post-war New Zealand. In what way does it connect to the readings? How can illustrations and advertisements be useful to historians of this period? What are the technological changes of the period that might make this period more accessible through illustrations? Correct reference required.

Mary Louise Roberts has argued in *Civilization Without Sexes* that ‘gender was central to how change was understood in the postwar decade.... Because gender issues were literally “close to home” they made the war’s impact in some sense culturally intelligible.’ (pp.5-6) James McMillan is not so convinced. How might we begin to test this hypothesis? Does it hold true for locations more remote to the actual devastation of war? Do you agree with Roberts’ assertion? Does Specher’s chapter shed light on post-war New Zealand in the same ways?

Readings:

Mary Louise Roberts, *Civilization Without Sexes*, Chicago, 1994, chapter 3

OR

James McMillan, ‘The Great War and gender relations: the case of French women and the First World War revisited’ in Braybon, *Evidence, History and the Great War* (**E-Reserve**)

AND

Danielle Sprecher, ‘Good Clothes are Good Business: Gender, Consumption & Appearance in the Office, 1918-1939’ in Caroline Daley & Deborah Montgomerie (eds), *The Gendered Kivi*, Auckland, 1999.

Further reading:

Susan Kent, *Making Peace: The Reconstruction of Gender in Interwar Britain*, Princeton, 1993

Sherman, Daniel, *The Construction of Memory in Inter-War France*, Chicago, 1999.

Katie Holmes, *Spaces in Her Day: Australian Women’s Diaries, 1920s and 1930s*, Sydney, 1995

Sheila Jeffreys, *The Spinster and Her Enemies: Feminism and Sexuality, 1880-1930*, London, 1985

Sally Alexander, ‘Becoming a woman in London in the 1920s and 1930s’ in Feldman & Jones, *Metropolis London: Histories and Representations since 1800*, London, 1989

Gail Reekie, ‘Impulsive women, predictable men: psychological constructions of difference in sales literature to 1930’, *AHS*, vol.24, no.97, Oct 1991, pp.359-63 (see also her book on department stores, *Temptations*)

Katie Pickles, ‘Empire settlement and single British women as New Zealand domestic servants during the 1920s’, *NZJH*, 35, 1, April 2001, pp.22-44.

Aimee Nicholson, ‘A touch of lace and a kiss from France: New Zealand soldiers, masculinity and 1920s consumption’, VUW History long essay, 2007 (available from the History Office)