Girls at St Joseph’s Orphanage, Gore Hill, Sydney, c. 1913

Session 2, 2013
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COURSE CONVENOR
Name: Associate Professor Anne O’Brien
Room: Morven Brown 368
Phone: 9385 2384
Email: anne.obrien@unsw.edu.au
Consultation Times: Tuesday 12-1; Wednesday 5-6; or any other time by appointment.

COURSE DETAILS
The course is 6 units of credit. It can be counted towards a major in History or it can be studied as an elective. It is particularly pertinent to students of social work, law, medicine and politics as well as students of history. It offers the opportunity to study in greater depth issues and themes surveyed in second year history courses. By facilitating independent primary research in Australian history it prepares students for advanced study at honours level.

COURSE AIMS
The central aim of this course is to explain the mechanisms of inequality in Australian history and the ways in which successive generations have treated the casualties of the economic system. It asks which competing groups in society were responsible for change and what political and cultural values influenced their decision-making. It examines the historical relationships between poverty and "social problems" such as domestic violence, analyses Australia's image as workers' paradise and home of egalitarianism and examines eugenic ideas and practices. Race, gender, class, age and religion are important categories of analysis in all topics. The course interweaves chronology and theme and makes links with contemporary society to provide the depth of perspective for a critical engagement with contemporary debates on issues related to welfare.

STUDENT LEARNING OUTCOMES
At the completion of this course students will be able to:
• understand how ideas about welfare have shaped Australian history
• critically analyse contemporary debates on welfare and social justice
• develop an understanding of shifts in welfare historiography
• develop their skills in devising and completing research projects
• sharpen their skills in interpreting texts
This course will assist Arts graduates of UNSW to think clearly and critically, construct sound arguments based on solid assessment of evidence and communicate verbally and in writing with coherence and flair.

LEARNING AND TEACHING RATIONALE
My fundamental aim in teaching is to encourage students to share my own love of ideas – to build arguments, then juxtapose contradictions, to observe irony, pathos, paradox, aspiration and 'the ordinary' in human experience past and present. I promote student engagement in the learning process by encouraging a supportive and stimulating environment for discussion and activity in tutorials and by being available to students for personal consultation.

TEACHING STRATEGIES
Lectures and tutorials provide the framework of the course. The research and writing you do in your own time enables you to develop your research interests.
The lectures provide much input from me but are also interactive. They distil wide reading, summarise debate, present inaccessible material, are illustrated and come with their own question sheets. Unless you attend lectures regularly you will not have ‘heard’ the course and will not be able to write an adequate ‘In-class Reflection’ on the course at the end of the session.

The two-hour tutorial enables us to engage in a variety of forms of Learning and Teaching:

1) Small-group and large-group discussion of key readings in the reading kit. All students must read all the assigned readings in the study kit for each week and come to class prepared to discuss them. The tutorial readings focus on specific aspects of the broader issues covered in the lectures.

2) Document presentation: each student will make a brief (5 minute) presentation to the class on one of the documents they are using for their Document Exercise (see Assessment below.)

3) All students will receive individual guidance from me regarding their Document Exercise and Major Essay

If students attend less than 80% of their possible tutorial classes they may be refused final assessment. In case of illness, or other unavoidable reason for absence, students may be temporarily excused attendance. A student unable to attend a tutorial should, as a courtesy to me and fellow class-members, notify me or the School Office, beforehand if possible or as promptly after the absence as possible.

ASSESSMENT
Students are assessed on 4 components of the course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Details</th>
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<tbody>
<tr>
<td>Document Exercise</td>
<td>20%</td>
<td>1000 words: Due week 5 28 Aug. 4.00pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>3000 words: Due week 10 9 Oct. 4.00pm</td>
</tr>
<tr>
<td>Document Presentation</td>
<td>10%</td>
<td>5 minutes max – at a tutorial to be allocated</td>
</tr>
<tr>
<td>In-class reflection</td>
<td>20%</td>
<td>1 hour response, in tutorial in week 13.</td>
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</tbody>
</table>

Rationale for assessment:
The assessments are integrated and enable you to focus and develop your own research interests. The major assessment is a Research Essay where you devise your own question on one aspect of the course. The Document Exercise enables you to do some preliminary research on this topic. The Document Presentation enables you to present your ideas to the class and thus benefit from ‘peer assessment’. NOTE WELL: while the documents can relate to the essay you cannot, of course, submit the same content for the Document Exercise and the Research Essay. You need to start thinking from Week One about your major essay and the Document Exercise that will help you get into it. I have explained below how each of these will work.

These assessments will allow students to develop the learning outcomes listed above, in particular: to focus on specific issues where poverty, welfare and social justice have shaped Australian history, to frame interpretations within shifts in historiography, and to develop the skills necessary for research: critical thinking, selection of relevant evidence, construction of an argument from evidence and clear writing.

DOCUMENT EXERCISE
Due: Week 5 Wednesday 28th August, 4.00pm
Word length: 1000 words
Contribution to assessment: 20%
Question: Choose 2 contrasting primary sources and write a paper on how they shed light on one of the major themes of the course. What do these sources tell us about the society of which they were a part? How useful is each one, in what ways, and why?

This exercise is preparation for the major essay. It should be in the same research area as the essay but the essay will use a wider and deeper range of primary material and be more fully engaged with the secondary literature. This exercise is due early in the session ie Week 5 so that you will get feedback early in the course which will assist you in writing the essay, due in Week 10. You should be thinking about what you will do in this exercise from week 1.

The essential aim of this assignment is for you to analyse 2 different sources that provide contrasting insights into the same topic. You must discuss what they reveal about the past and what methodological issues are involved in interpreting them. You should refer briefly to secondary sources - particularly to indicate what your sources contribute to the historiography, and to flesh out context if needed. It is also helpful to check the *Australian Dictionary of Biography*, an online scholarly resource, in case there is a brief biography of the author of your source. This can be very helpful in providing insight into its immediate and broader context. However, the bulk of the assignment should be based on the 2 primary sources of your choice. So take care to choose ones that will give you something interesting and important to say, perhaps providing contrasting perspectives on the same issue or event.

You can choose any 2 primary sources that relate to any of the themes in the course. Historians usually work from written documents, but you can also include art works and buildings though at least two of your sources should be written documents. You do not have to choose a whole document, but the extract needs to be long enough for you to draw some conclusions of significance.

The 2 different sources should relate to the same topic so that you can compare and contrast what they tell you. When you are thinking about your sources you should consider the following questions - your responses to them will provide you with the basis of your discussion of methodological issues:

- what is it? who produced it? when? why?
- what is the point of view of the author/creator?
- who is its intended audience?
- what does it seek to reveal? what it does not seek to reveal?
- does it convey unintended messages?

Note that your assignment should be written in **continuous prose** and should be a specific response to the questions posed in the box above. It should **not** be a series of dot points in response to these questions. All papers should be properly **footnoted** and provide a **bibliography**. Please consult The Little Red Booklet. This is freely available to all students via the UNSW history web-page.

When submitting your assignment, please include a copy of the documents in addition to your 1000 word paper. If one is an art work or a building, please include an image of it.

**DOCUMENTS**
The library contains many collections of relevant documents from which you can choose.
Collections of documents:
M Allen et (eds)  
M Aveling (ed)  
M Aveling & J Damousi (eds)  
CMH Clark (eds)  
*Select documents in Australian history, 1788-1850* Angus & Robertson, 1950.
F K Crowley (ed)  
*A documentary history of Australia: colonial Australia*, Nelson, 1973
K Daniels & M Murnane (eds)  
*Uphill all the way: a documentary history of women in Australia*, U of Q Press, 1980.
B Kingston (ed)  
Bill Murray (ed)  
M Quartly et (eds)  
*Documents on women in colonial Australia*, Sydney 1995.
H Reynolds,  
Sharman N Stone  
R Ward & Robertson J  
*Such was life: select documents in Australian social history*, Sydney, 1969.
Fred K. Watson,  
Elizabeth Webby  
*Colonial voices: letters, diaries, journalism and other accounts of nineteenth century Australia*, University of Qld Press, 1989.
Dale Spender  
John Wilson et al  

Memoirs, letters, documents
In addition to the collections listed above there are thousands of volumes of primary sources in the form of individuals’ memoirs, letters, journals, advice books in the UNSW Library, as well as Fisher Library at the University of Sydney and the Mitchell Library in the city. You can access these either through the names of individuals or via a subject search.

Websites
Many major Australian libraries have started to digitize their collections, including primary materials, and they continue to do so. So you will find letters, diaries, government reports and newspapers online. A good way into this is via TROVE (formerly Libraries Australia), the database of the National Library of Australia. You can access this via the UNSW Library Catalogue.

CLASS PRESENTATION
Each student will be allocated a timeslot in one of the tutorials to present their analysis of at least ONE of the primary documents they will be using in their exercise. You need to explain what it is, what its perspective or point of view is, what questions it raises and how it relates to the topic you have chosen. The student will make available a copy (either hard or soft
copy) of the document/s to all other members of the class prior to the tutorial so that they can provide feedback. This part of the tutorial will form valuable practice for all students in the interpretation of primary documents.

**RESEARCH ESSAY**
Due – Week 10: Wednesday 9th October
**Word length:** 3000 words
**Contribution to assessment:** 50%

The research essay is the major assessment task of the course. It makes use of the skills you have acquired throughout the semester in the selection and interpretation of both secondary and primary sources, as well as what you have learnt of welfare history in the course. This task also allows you considerable independence and creativity, particularly in your choice of research question and how you approach it.

You will benefit by choosing the same topic area for the essay as the one you used in your document exercise. This will allow you to build on the preliminary work you have done and, because you will have almost the whole semester to concentrate on this topic, you will have the opportunity to develop a familiarity with it and to delve deeply into the aspects that interest you. The essay should not include a repetition of the exercise and you should not use the same primary documents again. However you may use different documents or make a brief reference to one used in the first assignment.

When you are thinking about how to focus a topic you might find inspiration in your own family, cultural group, local area or even class as a starting point. The research inquiries arising from the document exercise will help you and you will be given plenty of guidance and support to devise your own essay question.

In addition to the advice offered here, see also the general advice about how to approach an essay in The Little Red Booklet.

Before you can start reading for this essay you will need to compile a list of relevant sources. There are a number of ways of doing this, and you should try a combination of the following:

1. Refer to the Australian History Subject Guide via the UNSW Library’s homepage. It provides access to databases, key resources, reference books and journals.
2. The most important database for this subject is APAIS (also known as APAFT), which you can access through the Australian History Subject Guide or directly via the library catalogue. It is an index to articles published in Australian history and you can search via subject and author.
3. Try the subject search on the library’s computers. You will need to think laterally about the keywords you use - try various combinations. This will only produce book references. For articles see [2] above.
4. Once you locate relevant books and articles, check their footnotes and bibliography for other possible sources.
5. Go through the journals listed in the library guide. Recent issues of journals such as Australian Historical Studies also carry extensive book reviews which may give you additional leads.
6. General Histories, can provide a starting point for essays, providing general context for your specific topic and also giving the major sources.
Once you locate one relevant book, you can simply browse through the library shelves near where this book is located which will contain similar works that could be useful.

<table>
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<th>Essay tips</th>
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<tr>
<td>• Make sure you have a focused question that is answerable in the word length.</td>
</tr>
<tr>
<td>• Address the question.</td>
</tr>
<tr>
<td>• Set out your argument at the start of the essay in the introduction. Have a sustained and clear argument throughout the essay.</td>
</tr>
<tr>
<td>• Use primary evidence to support your argument.</td>
</tr>
<tr>
<td>• Avoid repetition. Use the final sentence of a paragraph to indicate how the evidence you have just presented adds to your argument.</td>
</tr>
<tr>
<td>• Contextualise your argument – use dates. History essays are supposed to examine an issue in a particular context to show how something has changed over time. You must clearly demonstrate what the context of your topic is.</td>
</tr>
<tr>
<td>• Be specific wherever possible – use people’s names and dates when events occurred.</td>
</tr>
<tr>
<td>• Students are rewarded for the originality of their argument and the sophistication of their analysis of historical documents. This demonstrates their research and analytical skills. The best essays also take into account the arguments of other historians and their interpretation of similar material or events. Do you agree with them? Why? Why not?</td>
</tr>
<tr>
<td>• Always have a succinct conclusion that relates back to your introduction and summarises the case you have been setting out through the body of the essay.</td>
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A note on websites and web-based research
Please note that websites are often not acceptable substitutes for print-based research. If you wish to include web-based research, please use only those sites which are likely to contain reliable material, that is, sites created by universities, libraries, archives and some government bodies, and electronic academic journals. Reference websites properly, citing author, title, date and place of origin. Do not simply list the website address, this will NOT be accepted.

Notes on assessment of essays
• You are expected to consult at least **EIGHT** references and list them in your bibliography.
• This number is the minimum and **EXCLUDES** websites unless they are digitized versions of scholarly material eg articles, books or primary sources.
• You may include readings from the Study Kit but make sure your reference is to the original source, not to the Study Kit.
• All papers should be properly **footnoted** and provide a **synopsis** and a **bibliography**. Please consult the Little Red Booklet for required footnote and bibliography presentation.

Assessment Submission & Collection
The Document Exercise and Research Essay should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, 2nd Floor, Morven Brown Building by 4pm on the days due. A completed cover sheet must be securely attached to all assignments. The cover sheets are available outside the School office. The School is not responsible for any missing pages due to assignments not being stapled properly.
In addition to this hard copy, a soft copy of the major essay must be sent by 4pm on the days due through Moodle on Turnitin. All emailed assessments will receive an electronic acknowledgement. These electronic copies will not be marked. Only hard copies submitted in the drop boxes will be marked. The electronic copy will be used as evidence of assignment submission in case of appeal and dispute. Students have no recourse if a soft copy is not submitted. It is essential, therefore, that students keep the email acknowledgement that the essay has been received.

Assignments can be collected from me. They must be collected by the author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

**IN-CLASS REFLECTION**
The end of session test takes the form of an open book essay, completed in one hour in week 13. You will be given the question early in the session so that you can consider it as you engage with the course. In order to address the question you will need to have heard the lectures and done the readings so that you have an overview of the whole course, not just the topics you have researched in depth for your written assessment. It is particularly important in the study of history to encourage students to understand the sequence of significance. The reflection encourages you to consolidate and reflect upon what you have learnt.

**Assessment Extensions**
A student may apply to me for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

**Late Submission of Assignments**
Assignments submitted after the due or extended date will incur a penalty of 5 marks deducted for the first day late and one mark for every day after that. Assignments received more than 21 calendar days after the due or extended date will not be marked.

**ACADEMIC HONESTY AND PLAGIARISM**
Students seeking information on plagiarism should visit the following web site: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html)

**ATTENDANCE**
To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.

**OCCUPATIONAL HEALTH AND SAFETY POLICY**
UNSW’s Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.
Any OHS concerns should be raised with your immediate supervisor, the School’s OHS representative, or the Head of School. The OHS guidelines are available at: http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY
Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: http://www.studentequity.unsw.edu.au

GRIEVANCES
All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

COURSE EVALUATION AND DEVELOPMENT
Each year, students are asked to provide comment on the various aspects of the course. I value students’ feedback highly. This course was last taught in 2005, and the feedback was very positive. However, I have changed a number of readings and will include different lecture material to take into account recent research and accommodate the new 12 week session.

REFERENCES
Students are encouraged to read widely. While there is no text book, the following books provide helpful narrative and interesting perspectives on the issues the course will raise:

- John Murphy, A Decent Provision: Australian welfare policy, 1870-1949 (Farnham: Ashgate, 2011)
- Shurlee Swain & Margot Hillel, Child, Nation, Race and empire, Manchester University Press, 2010
- Stephen Garton, Out of Luck (Sydney, 1990)
- Brian Dickey, No Charity There (Sydney, 1987)
- Stuart Macintyre, Winners and Losers (Sydney, 1985)
- Jill Roe (ed), Social Policy in Australia (Sydney, 1976)

The following recent issues of major journals have been dedicated to welfare history:
- History Australia, vol 2, no 3, December 2005
- Australian Historical Studies, vol 39, Issue 2, June 2008

The Oxford Companion to Australian History is an invaluable reference tool – an excellent way to get a broad knowledge of a subject before you begin closer research. Find it in the Library and use it often.

Journals and magazines
Students are also encouraged to consult journals. Some of the best ones for this course are:

- Australian Historical Studies (formerly Historical Studies)
- Australian Economic History Review
- Australian Feminist Studies
In addition to academic journals there are a number of good magazines of comment and social analysis which are relevant to this course.

- *Australian Book Review*
- *Social Alternatives*
- *Eureka Street*

**Autobiography**

One of the best ways of gaining insights into the past is to read autobiography and biography. The following are interesting but you are encouraged to collect your own list.

- **John Kingsmill** - *The Innocent*, Sydney, 1990 (child of the 1930s depression)
- **Bernard Smith** - *The Boy Adeodatus*, Melbourne, 1984 (state ward as a child, 1940s radical, Professor of Fine Arts, University of Sydney)
- **Josie Arnold** - *Mother Superior, Woman Inferior*, Melbourne, 1985 (child of widow)
- **Maynard Davies** - *Beyond My Grasp*, Sydney, 1978 (son of a clergyman respectably impoverished)
- **Rose Lindsay** - *Ma and Pa* (Sydney, 1963) (a late 19th century working class Sydney childhood)

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

[info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

**OTHER STUDENT INFORMATION**

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html
# COURSE SCHEDULE

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<th>Week</th>
<th>Lectures Wednesday 2-3</th>
<th>Tutorial</th>
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<tr>
<td>1</td>
<td>Introduction to course</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>The British inheritance &amp; meanings of philanthropy</td>
<td>Thinking about poverty &amp; welfare</td>
</tr>
<tr>
<td>3</td>
<td>‘The Rising Generation’, child removal and families in poverty</td>
<td>Surviving the early colonies</td>
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<tr>
<td>4</td>
<td>‘The Ethical State’ and education for equity</td>
<td>Women and philanthropy</td>
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<td>5</td>
<td>Doctors, bureaucrats &amp; eugenicists: contagion and the social order</td>
<td>Domestic servitude</td>
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<tr>
<td>6</td>
<td>Humanitarians and activists: Indigenous welfare</td>
<td>Disease and disability</td>
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<tr>
<td>7</td>
<td>The Work Ethic confounded Red Matildas</td>
<td>Indigenous activisms</td>
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<td></td>
<td><strong>Mid-session recess</strong></td>
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<td>8</td>
<td>The Quarantine Station</td>
<td>Excursion</td>
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<td>9</td>
<td>Women and welfare</td>
<td>Veterans’ welfare</td>
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<td>10</td>
<td>Labour triumphant?</td>
<td>Domestic violence</td>
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<td>11</td>
<td>Egalitarianism</td>
<td>Migrants and welfare</td>
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<tr>
<td>12</td>
<td>Neo-liberalism and its contexts Test prime-up</td>
<td>Perspectives – mutual obligation</td>
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<tr>
<td>13</td>
<td>Class Test</td>
<td>In-class reflection</td>
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### Week 2  
**Introductory tutorial: thinking about poverty and welfare**
This tutorial will include an explanation of the tutorial program, the format of tutorials and assessment expectations. It will introduce the themes of the course, focusing on contemporary media beat-ups of the threat posed by ‘deprivation.’

**Essential reading - Study Kit**


Marguerite O’Hara, ‘No place like home: analyzing The Oasis’, *Screen Education*, no 50, Winter, 2008.[7-12]


### Week 3  
**Surviving the early colonies**

**Essential reading - Study Kit**

Grace Karskens  
“Many Laybouring People” in *The Rocks: Life in Early Sydney*, (Melbourne, 1997) [19-36]

Rebecca Kippen,  
‘The convict nursery at the Cascades Female Factory’, Hobart, Chainletter no. 3, December 2009 [37-40]

Garton, Stephen  

**Document:**
‘Coroner’s Inquest: evidence of Mary Vowles’, *Colonial Times* (Hobart), 20 March, 1838. [51-52]

**Further Reading:**

Anne O’Brien  

Bereen, R  
"'And thereby to discountenance mendicity:' Practices of charity in early nineteenth century Australia', in M Wearing and R Bereen (eds) *Welfare and social policy in Australia* (Sydney, 1994)

Garton, Stephen  

Alan Atkinson  

Evans, Raymond  

Fraser, D  

Poynter, J R  Society and pauperism: English Ideas on Poor Relief 1795-1834 (Melbourne, 1969)


Dare, R  "Paupers’ Right: Governor Grey and the poor law in South Australia” Australian Historical Studies vol 25 October.

Brown, Joan C.  “Poverty is not a crime: The Development of Social Services in Tasmania 1803-1900” (Hobart, 1972) chapters 1, 2 & 3.

Stretton, H  Poor Laws of 1834 and 1996. The fifteenth Sambell memorial oration (Brotherhood of St Laurence Melbourne,1996)

Lloyd, Clem  “‘Poor naked wretches’: A historical overview of Australian homelessness”, in Patrick Troy (ed) European Housing in Australia, Cambridge, 2000.[In Study Kit week 11]
Essential Reading - Study Kit
Swain, Shurlee  “Selina Sutherland: Child Rescuer” in Marilyn Lake and Farley Kelly (eds) Double Time: Women in Victoria - 150 Years (Melb, 1985) [53-57]


Godden, Judith  ‘Portrait of a Lady: A Decade in the Life of Helen Fell’ (1849-1935)’ in Margaret Bevege et al (eds) Worth her Salt (Sydney, 1982) [72-80]

Document

Further Reading:


Magarey, Susan  Unbridling the tongues of women: a biography of Catherine Helen Spence (Sydney, 1985) chapter 4.


Radi, Heather (ed)  200 Australian Women (Sydney, 1988) See entries for: Mary Colton, Catherine Spence, Eliza Pottie, Emily Dobson, Janet Clarke.

Swain, Shurlee  “Mrs Hughes and the ‘deserving poor’” in M Lake and Farley Kelly (eds) Double Time (Melb, 1985)

Windschuttle, E.  “‘Feeding the poor and sapping their strength’: 1788-1850” in Elizabeth Windschuttle, Women, Class and History (Fontana, 1980)
Essential Reading - study kit


Further Reading:


Goodall, Heather "Saving the children” *Aboriginal Law Bulletin* 2, no 44 June 1990.

Walden, Inara “That was slavery days”: Aboriginal domestic servants in New South Wales in the Twentieth century’ in Ann McGrath and Kay Saunders (eds) *Aboriginal Workers*, Special Issue of *Labour History* 69 (November 1995)

Hetherington, Penelope *Settlers, Servants and Slaves: Aborigines and European children in Nineteenth Century NSW* (Perth, 2002)


Kingston, Beverley *My Wife, My Daughter and Poor Mary Ann*, (Melbourne, 1975)

Higman, B W *Domestic Service in Australia*, (Melbourne, 2002)

Dickey, Brian *No charity there* (Sydney, 1987) chapter 3

Huggins, Jackie 'Firing in on the mind: Aboriginal women domestic servants in the Inter-war years.' *Hecate*, 13, 2, 1987-8.


Van Krieken, Robert *Children and the state* (Sydney, 1991) chapters 5 & 6.
Essential Reading study kit
Watters, Greg

Ann Williams,
‘“A Terrible and very present danger”: eugenic responses to the “Feeble-minded” in New South Wales 1900 to 1930’ in **“A Race for a Place”: Eugenics, Darwinism and Social Thought and Practice in Australia: Proceedings.** (University of Newcastle, 2000) pp 297-305 [133-139]

Documents:
‘Chinese and leprosy’, *The West Australian*, 19 November, 1896 [140]
‘Alleged Leprosy in Perth’, *The West Australian*, 29 September 1898 [141]

Further Reading:
on Disease
Bashford, Alison

Bashford, Alison & Hooker, Claire
*Contagion: Historical and Cultural Studies* (London, 2001)

Bashford, Alison

Curson, Peter

Curson, Peter

Amiet, Christina

Bashford, Alison
Immigration and health: law and regulation in Australia, 1901-1958 *Health and History*, v.6, no.1, 2004: 97-112

Kelly, Max

Townsend, Ian
Learning from forgotten epidemics, in: *Staying Alive Griffith Review*, no.17, Spring 2007: (55)-65

Gistitin, Carol

Maglen, Krista
Quarantined, exploring personal accounts of incarceration in Australian and Pacific quarantine stations in the nineteenth century


*on Disability:*


Gillgren, Christina  Once a defective, always a defective': public sector residential care 1900/ 1965 in *Under Blue Skies: the Social Construction of Intellectual Disability in Western Australia.* (Perth; Edith Cowan University1996)


Kociumbas, Jan  Reflecting on ‘The Century of the Child’: Child Study and the School Medical Service in New South Wales in Martin Crotty et al (eds) *A Race for a Place: Eugenics, Darwinism and Social thought and practice in Australia* (Newcastle, 2000)


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**Week 7 Indigenous Resistance**

**Essential Reading Study Kit**


Further Reading:

Goodall, Heather  
*Invasion to Embassy: land in Aboriginal politics in New South Wales, 1770-1972* (Sydney, Allen & Unwin, 1996)

Barwick, Diane  
*Rebellion at Coranderrk*, (Canberra, Aboriginal History Inc, 1998)

Marcus, Andrew (ed)  

Attwood, Bain  
*Rights for Aborigines* (Sydney; Allen and Unwin, 2003)

Gilbert, Stephanie  

Maynard, John  
‘In the interests of our people’: the influence of Garveyism on the rise of Australian Aboriginal political activism, *Aboriginal History*, v.29, 2005: (1)-22

Maynard, John  

Maynard, John  
Fred Maynard and the Australian Aboriginal Progressive Association (AAPA): one God, one aim, one destiny, Aboriginal History, v.21, 1997: 1-13

Horner, Jack  
*Vote Ferguson for Aboriginal Freedom*, (Sydney, 1974)

McGregor, Russell  
“Protest and Progress: Aboriginal Activism in the 1930s”  
*Australian Historical Studies*, no 101, Oct, 1993

Horner, Jack & Langton, Marcia  
“The Day of Mourning” in Bill Gammage & Peter Spearritt (eds) *Australians 1938* (Sydney, 1987)

Horner, Jack  
“From Sydney to Tingha: Early days in the Aboriginal Australian Fellowship” *Aboriginal History*, 11 (1) pp33-40

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**Week 8 Excursion: Quarantine Station**

In Week 6 we will be going to the Quarantine Station at Manly. This is an extremely interesting site which operated as a detention centre between 1828 and 1984 for all new arrivals and/or returning citizens who came to Sydney by ship and were suspected of carrying an infectious disease. The groups it dealt with changed over time and its treatment of people within the station depended on their status outside. Our visit will provide a close-up perspective on ‘Contagion and the social order.’ Details of when and how we will get there will be given in class.

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**Week 9  War and Welfare**

**Essential Reading - study kit**

Garton, Stephen  
*The cost of war* (Sydney, 1996) esp. Chapter 3 [162-183]

Damousi, Joy  
### Further Reading:

- **Garton, Stephen**  
  *Out of Luck* (Sydney, 1990) pp111-115

- **Jones, Michael**  
  *The Australian Welfare State* (Sydney, 1980)

- **Damousi, Joy**  
  *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia*, Cambridge, 1999

- **Damousi, Joy**  

- **Garton, Stephen**  
  The war damaged citizen, in *Transformations in Australian Society*. (1997): (33)-43

- **Garton, Stephen**  
  Freud versus the rat: understanding shell shock in World War 1 *Australian Cultural History*, no.16, 1997-1998: (45)-59

- **Garton, Stephen**  

- **Garton, Stephen**  
  War and masculinity in twentieth century Australia *Journal of Australian Studies*, no.56, 1998: 86-95

- **Crotty, Martin**  

- **Wheeler, L.**  

- **Aitken-Swan, Jean**  
  *Widows in Australia: A Survey* (Sydney, 1962)

- **Clem Lloyd & Jacquie Rees**  
  *The Last Shilling: A history of repatriation in Australia* (Melb, 1994)

- **Lake, Marilyn**  
  *The Limits of Hope: soldier settlement in Victoria 1915-1939* (Melbourne, 1987)

- **Kewley, T H**  
  *Social Services in Australia* (Sydney, 1965)

- **McDonald, D I**  

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<tr>
<th>Week 10</th>
<th>Domestic violence</th>
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<td>Tutorial Topic: How and why did understandings of domestic violence change from the late 19th century to the early 20th century?</td>
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**Essential Reading - study kit pp. 130-152.**

- **Allen, Judith**  
  “The Invention of the Pathological Family: A Historical Study of Family violence in NSW” in Carol O’Donnell and Jan Craney (eds), *Family Violence in Australia* (Melb. 1982) [196-209]

**Further Reading:**

Allen, Judith *Sex and Secrets*, (Melb, 1990).


Bavin-Mizzi, Jillian *Ravished* (Sydney, 1995)


McConnell, Ruth & Mullins, Steve We had both been drinking since Christmas' - battered wives and dead abusive husbands in early colonial Rockhampton, *Journal of Australian Colonial History*, v.5, 2004: (100)-119


O'Shane, Pat “Corroding the soul of the nation” *UNSW Law Journal*, vol 25, no 1, 2002.


Cecily Wellington “My time has come to speak” in *Holding Up the Sky: Aboriginal Women Speak*, Magabala Books (Broome, 1999)

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**Week 11 Migrants and welfare**


Sara Wills, ‘Un-stitching the Lips of a Migrant Nation’ *Australian Historical Studies*, vol 33, no 118, pp 329-338. [228-238]

**Week 12 Perspectives: mutual obligation and homelessness**

This summary tutorial will provide the opportunity to reflect on the main themes of the course and the main shifts in both experiences of poverty and in ideas about how to combat it. We will do this by focusing on two important contemporary phenomena: the theory of mutual obligation and homelessness. What is “mutual obligation”? Who advocates it and why? What forms does/could it take? How does it effect the homeless? Are there different discourses at work for the homeless and the dependent?
Essential Reading - study kit

Clem Lloyd,  “‘Poor Naked Wretches’: A Historical Overview of Australian Homelessness’ in Patrick Troy (ed) A History of European Housing in Australia (Cambridge, CUP, 2000) [251-269]

Further Reading:
on mutual obligation
Harris Patricia  “From Relief to Mutual obligation: welfare rationalities and unemployment in 20th century Australia, Journal of Sociology, v.37, no.1, May 2001: (5)-26

Bane, Mary Jo & Mead, Lawrence Lifting up the poor (Brookings Institution Press, 2003)


Butterworth, Peter The experience of welfare receipt: depression, demoralisation and despair, Impact (Surry Hills, NSW), Summer 2008: 15-20

Mendes, Phillip Peter Costello and the undeserving poor Australian Rationalist (1990), no.77, Oct 2007: 2-7


Cass, Bettina Contested debates about citizenship rights to welfare: Indigenous people and welfare in Australia in Diane Austin-Broos & Gaynor Macdonald (eds) Culture, Economy and Governance in Aboriginal Australia (Sydney: Sydney University Press, 2005)

Martin, Tim Facing a lifetime without work, Eureka Street, v.15, no.7, Sept-Oct 2005: 24

on homelessness
Another Country: Histories of Homelessness, Parity (Melbourne), v.19, no.10, Nov 2006: 11


Sharon Toohey The causes of homelessness among single homeless women: the role of mental health issues, Parity (Melbourne), v.20, no.4, May 2007:
Week 13  In-class reflection