



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES AND LANGUAGES

ARTS3279

WINNERS AND LOSERS:

Poverty, Welfare and Social Justice in Australian History



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

Session 2, 2013

TABLE OF CONTENTS

COURSE CONVENOR	2
COURSE DETAILS	2
COURSE AIMS	2
STUDENT LEARNING OUTCOMES	2
LEARNING AND TEACHING RATIONALE	2
TEACHING STRATEGIES	2
ASSESSMENT	3
ASSESSMENT SUBMISSION & COLLECTION	7
ASSESSMENT EXTENSIONS	8
LATE SUBMISSION OF ASSIGNMENTS	8
ACADEMIC HONESTY AND PLAGIARISM	8
ATTENDANCE	8
OCCUPATIONAL HEALTH AND SAFETY	8
STUDENT EQUITY AND DIVERSITY	9
COURSE EVALUATION AND DEVELOPMENT	9
REFERENCES	9
OTHER STUDENT INFORMATION	10
COURSE SCHEDULE	11
TUTORIAL TOPICS	11-22

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:

Document Exercise	20%	1000 words: Due week 5 28 Aug. 4.00pm
Research Essay	50%	3000 words: Due week 10 9 Oct. 4.00pm
Document Presentation	10%	5 minutes max – at a tutorial to be allocated
In-class reflection	20%	1 hour response, in tutorial in week 13.

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 feed-back 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) *Fresh Evidence, New Witnesses*, Adelaide, 1989.
- M Aveling (ed) *Westralian Voices*, Perth, 1979.
- M Aveling & J Damousi (eds) *Stepping out of history: documents of women at work in Australia*, Allen & Unwin, 1991.
- 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) *The world moves slowly: a documentary history of Australian women*, Sydney, 1977.
- Bill Murray (ed) *Crisis, conflict and consensus: selected documents illustrating 200 years in the making of Australia*, Rigby, 1984.
- M Quartly et (eds) *Documents on women in colonial Australia*, Sydney 1995.
- H Reynolds, *Dispossession: Black Australians & White Invaders*, Syd., 1989.
- Sharman N Stone *Aborigines in white Australia: a documentary history of the attitudes affecting official policy and the Australian Aborigine, 1697-1973*, Heinemann Educational, 1974.
- R Ward & Robertson J *Such was life: select documents in Australian social history*, Sydney, 1969.
- Fred K. Watson, *Historical records of Australia: Governors' despatches to and from England, 1788-1848*, Library Committee of the Commonwealth Parliament, 1914-1925.
- Elizabeth Webby *Colonial voices: letters, diaries, journalism and other accounts of nineteenth century Australia*, University of Qld Press, 1989.
- Dale Spender *Life Lines: Australian women's letters and diaries 1788-1840*, Allen & Unwin, 1992.
- John Wilson et al *The Australian Welfare State: key documents and themes*, Macmillan, 1996.

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.

[7] 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.

Essay tips

- Make sure you have a focused question that is answerable in the word length.
- Address the question.
- Set out your argument at the start of the essay in the introduction. Have a sustained and clear argument throughout the essay.
- Use primary evidence to support your argument.
- Avoid repetition. Use the final sentence of a paragraph to indicate how the evidence you have just presented adds to your argument.
- 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.
- Be specific wherever possible – use people’s names and dates when events occurred.
- 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?
- 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.

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>

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 convener 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 | <i>A Decent Provision: Australian welfare policy, 1870-1949</i> (Farnham: Ashgate, 2011) |
| Shurlee Swain & Margot Hillel | <i>Child, Nation, Race and empire</i> , Manchester University Press, 2010 |
| Stephen Garton | <i>Out of Luck</i> (Sydney, 1990) |
| Brian Dickey | <i>No Charity There</i> (Sydney, 1987) |
| Stuart Macintyre | <i>Winners and Losers</i> (Sydney, 1985) |
| Jill Roe (ed) | <i>Social Policy in Australia</i> (Sydney, 1976) |
| Cora Baldock et al | <i>Women, Social Welfare and the State</i> (Syd, 1983) |

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*

Australian Journal of Politics and History
Hecate
Labour History
Lilith
Journal of Religious History
Journal of the Royal Australian Historical Society
Journal of Australian Studies
Australia & New Zealand Journal of Sociology
The Australian Journal of Social Work

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	<i>The Innocent</i> , Sydney, 1990 (child of the 1930s depression)
Bernard Smith	<i>The Boy Adeodatus</i> , Melbourne, 1984 (state ward as a child, 1940s radical, Professor of Fine Arts, University of Sydney)
Josie Arnold	<i>Mother Superior, Woman Inferior</i> , Melbourne, 1985 (child of widow)
Maynard Davies	<i>Beyond My Grasp</i> , Sydney, 1978 (son of a clergyman respectably impoverished)
A B Facey	<i>A Fortunate Life</i> (Sydney, 1981) (a famous Australian lone childhood).
Rose Lindsay	<i>Ma and Pa</i> (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

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

Week	Lectures Wednesday 2-3	Tutorial
1	Introduction to course	No tutorial
2	The British inheritance & meanings of philanthropy	Thinking about poverty & welfare
3	'The Rising Generation', child removal and families in poverty	Surviving the early colonies
4	'The Ethical State' and education for equity	Women and philanthropy
5	Doctors, bureaucrats & eugenicists: contagion and the social order	Domestic servitude
6	Humanitarians and activists: Indigenous welfare	Disease and disability
7	The Work Ethic confounded Red Matildas	Indigenous activisms
Mid-session recess		
8	The Quarantine Station	Excursion
9	Women and welfare	Veterans' welfare
10	Labour triumphant?	Domestic violence
11	Egalitarianism	Migrants and welfare
12	Neo-liberalism and its contexts Test prime-up	Perspectives – mutual obligation
13	Class Test	In-class reflection

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

Mark Peel, “Describing Disadvantage” in *The Lowest Rung: Voices of Australian Poverty*
Cambridge, 2003. [1-6]

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

Judith Bessant: ‘The politics of counting youth homelessness: the magic of numbers and the amazing
disappearing act’, *Alternative Law Journal*, vol 37, no 2, 2012 [13-18]

Week 3 Surviving the early colonies**Essential reading - Study Kit**

Grace Karskens “Many Labouring 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 “Colonial Charity” in *Out of Luck: Poor Australians and Social
Welfare 1788-1988* (Sydney, 1990) pp. 43-61. [41-50]

Document:

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

Further Reading:

Anne O’Brien ‘Kitchen Fragments and Garden Stuff’: Poor Law Discourse and
Indigenous People in early New South Wales, *Australian Historical
Studies*, vol 39, Issue 2, June 2008.

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 *Out of Luck: Poor Australians and Social Welfare 1788-1988*
(Sydney, 1990) chapters 1 & 2.

Alan Atkinson *The Europeans in Australia: A history*, vol 1 (Oxford, 1997)

Evans, Raymond “The Hidden Colonists: Deviance and Social Control in Colonial
Queensland” in Jill Roe (ed) *Social Policy in Australia* (Sydney,
1976).

Fraser, D *Evolution of the British Welfare state* (London, 1984)

- Hirst, J.B. "Keeping Colonial History Colonial: The Hartz thesis revisited" *Historical Studies* Vol. 21, No. 82 April 1984.
- Poynter, J R *Society and pauperism: English Ideas on Poor Relief 1795-1834* (Melbourne, 1969)
- Dickey, B *No Charity There: A short history of social welfare in Australia* (Sydney, 1980) chapters 1 & 2.
- Dickey, B. *Rations, Residences and Resources: A short history of social welfare in SA since 1836* (Adelaide, 1986) chapters 1 & 2.
- 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]



Robert Russell, Toll Gate and Benevolent Asylum, George St South, 1836

Week 4	Women and Philanthropy
---------------	-------------------------------

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 'British Models and Colonial Experience: Women's Philanthropy in late Nineteenth Century Sydney' *Journal of Australian Studies* 19, November 1986, pp.40-53. [58-71]
- 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

- 'The Protestant Female Refuge' in John Stanley James, *The Vagabond Papers* (Melbourne: Melbourne University Press) pp 249-256. [81-85]

Further Reading:

- Swain Shurlee "Religion, Philanthropy and Social Reform: Meanings, Motivations and Interactions in the lives of Nineteenth Century Australian Women", *Women-church*, No 23, Oct 1998
- Allen, Judith *Rose Scott: Vision and revision in feminism*, Oxford, University Press, Melbourne 1994. pp. 81-7
- Godden, Judith 'The Work for them, and the Glory for us! Sydney Women's Philanthropy, 1870-1900' in R. Kennedy (ed), *Australian Welfare History: Critical Essays* (Melb.1982).
- McGrath, Sophie "Beyond Florence Nightingale and Caroline Chisholm: Women in 19th century Australian History", in *Long Patient Conflict*, M Hutchinson & E Campion (eds) Syd, 1994
- Kyle, Noeline 'Delicate health ... interesting condition ...': Eliza Darling, pregnancy and philanthropy in early New South Wales, *History of Education*, v.24, no.1, Mar 1995: (25)-43
- Magarey, Susan *Unbridling the tongues of women: a biography of Catherine Helen Spence* (Sydney, 1985) chapter 4.
- Prochaska, F K "Women in English Philanthropy 1790-1830", *International Review of Social History*, xix (1974) pp426-45
- Prochaska, F K *Women & Philanthropy in nineteenth century England* (Oxford, 1980)
- 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

- Nell Musgrave & Shurlee Swain, “‘The best interests of the child’”: historical perspectives, *Children Australia*, vol 35, no 2, 2010, pp 35-7. [86-88]
- Shurlee Swain, ‘Traces in the archives: evidence of institutional abuse in surviving child welfare records’, *Children Australia*, vol 32, no 1, 2007, pp 24-31. [89-96]
- Victoria Haskins, “‘A better chance? – sexual abuse and the apprenticeship of Aboriginal girls under the NSW Aborigines Protection Board’”, *Aboriginal History*, vol 28, 2004, pp 33-58. [97-109]
- Sabbioni, Jennifer ‘I Hate Working for White People’, *Hecate*, vol. 19, no. 2 (1993) 7-25. [110-119]

Further Reading:

- Evans, Caroline Excellent women and troublesome children: State foster care in Tasmania, 1896-1918, *Labour History*, no 83, November 2002.
- Haskins, Victoria Family Histories, Personal Narratives and Race Relations History in Australia, *Canberra Historical Journal*, March 2000
- 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)
- Robinson, Shirleen “The unregulated employment of Aboriginal children in Queensland, 1842-1902” *Labour History*, no 82, May 2002.
- Haebich, Anna *Broken Circles: Fragmenting indigenous Families 1800-2000* (Fremantle, 2000) chapters 3,4 & 6.
- 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.
- Huggins, Jackie 'White aprons, black hands: Aboriginal women domestic Servants in Queensland' in Ann McGrath and Kay Saunders with Jackie Huggins, *Aboriginal Workers* (Special Issue of *Labour History*, 69, Nov, 1995)
- Van Krieken, Robert *Children and the state* (Sydney, 1991) chapters 5 & 6.

Week 6	Disease and Disability
---------------	-------------------------------

Essential Reading study kit

- Watters, Greg 'The S.S. Ocean: Dealing with Boat People in the 1880s', *Australian Historical Studies*, vol 33, no 120, Oct 2002, pp 331-343. [120-132]
- 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 *Imperial hygiene: a critical history of colonialism, nationalism and public health*, New York: Palgrave Macmillan, 2003.
- Bashford, Alison & Hooker, Claire *Contagion: Historical and Cultural Studies* (London, 2001)
- Bashford, Alison Asylum seekers and national histories of detention, *Australian Journal of Politics and History*, vol 48, no 4, 2002, pp 509-527.
- Curson, Peter *Plague in Sydney: The anatomy of an epidemic*, UNSW Press, 1989
- Curson, Peter The Impact of inequality: the Sydney plague epidemic of 1902 in Ian Burnley and James Forrest (eds) *Living in Cities: Urbanism and society in metropolitan Australia* (Sydney, Allen & Unwin, 1985) pp 52-67
- Amiet, Christina An uphill battle: the plight of the medical fraternity in North Queensland during the plague years 1900-1922, *Journal of the Royal Historical Society of Queensland*, 1998 vol 16, no, 9 Feb, 1998, pp 419-428.
- Bashford, Alison Immigration and health: law and regulation in Australia, 1901-1958 *Health and History*, v.6, no.1, 2004: 97-112
- Kelly, Max *Plague Sydney 1900: a photographic introduction to a hidden Sydney*, (Sydney: Doak Press, 1981)
- Townsend, Ian Learning from forgotten epidemics, in: *Staying Alive Griffith Review*, no.17, Spring 2007: (55)-65
- Gistitin, Carol The labour schooner Flora, disease, quarantine and a racial riot in Queensland in 1875, *Journal of the Royal Historical Society of Queensland*, v.19, no.6, May 2006: 854-866
- Maglen. Krista Quarantined, exploring personal accounts of incarceration in Australian and Pacific quarantine stations in the nineteenth century

Journal of the Royal Australian Historical Society, v.91, no.1, June 2005: (1)-14

- Foley, Jean D Maritime quarantine versus commerce: the role of the health officer of Port Jackson in the nineteenth century, *Journal of the Royal Australian Historical Society*, v.90, no.2, Dec 2004: (152)-174
- Thearle, Michael D Public health issues in Queensland, 1901-1905, *Memoirs of the Queensland Museum, Cultural Heritage Series*, v.2, pt.2, 31 May 2002: (231)-236
- on Disability:*
Fox, Charles 'Forehead low, aspect idiotic': intellectual disability in Victorian asylums, 1870-1887 in Catharine Coleborne and Dolly MacKinnon, (eds) *Madness in Australia: Histories, Heritage and Asylum* St Lucia, Qld.: University of Queensland Press, 2003: (145)-156,252-254
- Hall, Guy & Bavin-Mizzi, Jill Crime and punishment: justice administration and people with intellectual disabilities 1900/ 1989. in *Under Blue Skies: the Social Construction of Intellectual Disability in Western Australia* (Perth; Edith Cowan University1996)
- 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)
- Kirk, David & Twigg, Karen "Regulating Australian Bodies: Eugenics, Anthropometrics and School Medical Inspection in Victoria, 1900-1940, *History of Education Review*, vol 23, no. 1 1994, pp20-37
- Kociumbas, Jan *Australian Childhood: A History* (Sydney, Allen & Unwin, 1997, chapter 9.
- 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)
- Ramsland, John The Gosford Farm Home for Boys, Mount Penang, 1912/ 1940 *Journal of the Royal Australian Historical Society*, v.75, no.1, June 1989: 65-82

Week 7 Indigenous Resistance

Essential Reading Study Kit

- Jessica Horton, 'Rewriting political history: letters from Aboriginal people in Victoria, 1886-1919', *History Australia*, vol 9, no 2, 2012. [142-153]
- Maynard, John 'Vision, Voice and Influence: The Rise of the Australian Aboriginal Progressive Association', *Australian Historical Studies*, 121, 2003, pp 91-105. [154-161]

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) *Blood from a Stone: William Cooper and the Australian Aborigines League* (Clayton, 1986)
- Attwood, Bain *Rights for Aborigines* (Sydney; Allen and Unwin, 2003)
- Gilbert, Stephanie 'Never forgotten': Pearl Gibbs (Gambanyi) in Anna Cole, Victoria Haskins and Fiona Paisley (eds) *Uncommon Ground: White Women and Aboriginal History* (Canberra: Aboriginal Studies Press, 2005) 107-126
- 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 The other fellow: Fred Maynard and the 1920s defence of cultural difference in Tim Rowse (ed) *Contesting Assimilation*, Perth: API Network, 2005.
- 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

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.

Week 9 War and Welfare

Essential Reading - study kit

- Garton, Stephen *The cost of war* (Sydney, 1996) esp. Chapter 3 [162-183]
- Damoussi, Joy 'The Sacrificial Mother' in *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia* (Cambridge: CUP, 1999) pp 26-45. [184-195]

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 *Living with the Aftermath: Trauma, Nostalgia and grief in post war Australia*, Cambridge, 2001.
- 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 I *Australian Cultural History*, no.16, 1997-1998: (45)-59
- Garton, Stephen Return home: war, masculinity and repatriation in Joy Damousi and Marilyn Lake (eds) *Gender and War: Australians at War in the Twentieth Century*. (1995): 191-204
- Garton, Stephen War and masculinity in twentieth century Australia *Journal of Australian Studies*, no.56, 1998: 86-95
- Crotty, Martin, The Anzac citizen: towards a history of the RSL. *Australian Journal of Politics and History*, v.53, no.2, June 2007: (183)-193
- Wheeler, L. "War, Women and Welfare" in R. Kennedy (ed), *Australian Welfare: Historical Sociology*, (Melb. 1989).
- Aitken-Swan, Jean *Widows in Australia: A Survey* (Sydney, 1962)
- Clem Lloyd & Jacque 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 "The Australian soldiers Repatriation Fund. An experiment in Social Legislation" in Jill Roe (ed) *Social Policy in Australia* (Sydney, 1976)

Week 10 Domestic violence

Tutorial Topic: How and why did understandings of domestic violence change from the late 19th century to the early 20th century?

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]

Nelson, Elizabeth 'Civilian Men and Domestic Violence in the Aftermath of the First World War', *Journal of Australian Studies*, no 76, 2003, 99-108, 240-3 [210-217]

Further Reading:

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

Saunders, Kay "The study of domestic violence" *Historical Studies*, Vol. 21, No. 82, April 1984.

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

Evans, Raymond "A Gun in the Oven: Masculinism and Gendered Violence" in R. Evans and K. Saunders (eds) *Gender Relations in Australia: Domination and Negotiation*, (Sydney, 1992)

Lake, Marilyn "The Politics of Respectability: identifying the masculinist context" *Historical Studies*, Vo. 22, No. 86, April 1986.

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

Quayle, Cleonie "Breaking the silence: putting the violence into context, *UNSW Law Journal*, vol 25, no1, 2002.

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

Atkinson, Judy "Violence in Aboriginal Australia: colonisation and its impact on gender", *Refractory Girl*, no 36, August 1990, 21-24

McFerrin, Ludo domestic violence: stories, scandals and serious analysis, *Refractory Girl*, 1993, *Refractory Girl*, nos 44-45, 1993

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

Week 11 Migrants and welfare

James Jupp, "Refugees and Asylum Seekers" in *From White Australia to Woomera: The Story of Australian Immigration*, Cambridge University Press, 2002, pp 180-199. [218-227]

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

- Catherine Ford, 'Great Expectations: a bold social experiment on Cape York is in its fifth year,' *The Monthly*, November, 2012. [239-250]
- 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)
- Saunders, Peter (ed) *Reforming the Australian Welfare State* (Melbourne: Australian Institute of Family Studies, 2000)
- 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
- Cronin, Daryl Welfare dependency and mutual obligation: negating Indigenous sovereignty in Aileen Moreton-Robinson (ed) *Sovereign Subjects: Indigenous Sovereignty Matters*. (Sydney, Allen and Unwin, 2007)
- Macintyre, Stuart "The Short History of Social Democracy in Australia", *Thesis Eleven*, No. 15, 1986.
- McCausland, Ruth & Levy, Marc Indigenous policy and mutual obligation: shared shifting responsibility agreements? *Australian Journal of Social Issues*, v.41, no.3, Spring 2006: 277-294
- 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
- Jan Breckenridge & Jane Mulroneu Leaving violent relationships and avoiding homelessness: providing a choice for women and their children, *New South Wales Public Health Bulletin*, v.18, nos 5-6, May-June 2007: 90-93
- Sharon Toohey The causes of homelessness among single homeless women: the role of mental health issues, *Parity* (Melbourne), v.20, no.4, May 2007:

16-17

Alice Rota-Bartelink
& Bryan Lipmann

Causes of homelessness among older people in Melbourne, *Australia and New Zealand Journal of Public Health*, v.31, no.3, June 2007:

Denise Thompson

What do the published figures tell us about homelessness in Australia? *Australian Journal of Social Issues*, v.42, no.3, Spring 2007: 351-367

Week 13	In-class reflection
----------------	----------------------------