

**Perspectives of Women as Historians: an exploration  
of women's learning and historical practice**

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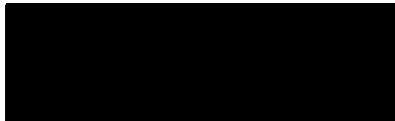
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## **Certificate of Originality**

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree or qualification.

I certify that any help in preparing this thesis, and all sources used, have been acknowledged in this thesis.

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Adele Nye

# Table of Contents

<b>List of Photographs and Diagrams .....</b>	<b>v</b>
<b>Acknowledgements .....</b>	<b>vi</b>
<b>Abstract .....</b>	<b>vii</b>
<b>Introduction.....</b>	<b>1</b>
<b>Chapter 1: Methodology: Research as Bricolage .....</b>	<b>12</b>
Seeking Participants.....	13
Collecting Data .....	15
Collaborative Storying and Interviewing.....	20
The Analysis Process .....	21
The Writing Process.....	24
Emergent Methodology .....	27
<b>Chapter 2: Exploring Debates in History Theory .....</b>	<b>31</b>
Discovering Theory .....	31
Women’s History.....	45
Unnecessarily re-inventing the Wheel: Threads of Postmodernism.....	61
<b>Chapter 3: Historical Consciousness .....</b>	<b>68</b>
Defining Historical Consciousness .....	70
Rüsen’s Four Types of Historical Consciousness.....	72
Rüsen’s Disciplinary Matrix .....	75
Feminist Interpretations of Historical Consciousness.....	81
Mapping an Ontogeny of Learning: Childhood and School.....	86
<b>Chapter 4: Women in Higher Education .....</b>	<b>96</b>
The Discipline of History.....	97
Women’s Experiences in Higher Education.....	101
Students of the University of New England .....	102
Historicising our Learning: History and Distance .....	126
<b>Chapter 5: Materiality and Keepers of History.....</b>	<b>130</b>
Literary Background to Material Culture .....	133
The Agency of Objects .....	134
Touching the Past.....	136
Keepers of Objects.....	140
Nostalgia .....	144
Absences and Loss.....	152
Emergence of the Meta-narrative.....	155

<b>Chapter 6: Historians in the Public Sphere .....</b>	<b>158</b>
Literary Background to Public History .....	159
My Participants and Public History .....	163
Commitment to Public History: Rigour and Audience.....	165
Precious Histories .....	168
Women’s Agency in History: as Subject and Method.....	170
Embodied Public History: Living History and Historical Reenactment.....	176
<b>Chapter 7: Place and Pilgrimage.....</b>	<b>182</b>
A Glance at the Historiography of Place .....	183
Pilgrimage .....	187
Stories of Place .....	189
Stories of Place in Rural Towns.....	196
Pilgrimage and Re/turning to Place .....	199
Noni’s Lipari: Imagined Lipari .....	204
<b>Chapter 8: Feminist and Matrilineal Historicism:</b>	
<b>Contextualising the Historicised Self.....</b>	<b>214</b>
Literary Background.....	216
Gynesis, Gynocriticism and L’écriture: 1980s Transnational Debates. ....	219
Re/membering and contextualising a Historic Sisterhood.....	225
Women’s Knowledge Building and Place Narratives .....	231
Global, National and Local Histories.....	238
The Constructions of the Historicised Self.....	241
<b>Conclusion .....</b>	<b>246</b>
<b>References .....</b>	<b>258</b>

## **List of Photographs and Diagrams**

Figure 1: Beryl and her Grandmother's Autograph Book.

Figure 2: Jorn Rüsen's Disciplinary Matrix.

Figure 3. Jorn Rüsen's Schema of Historical Thinking.

Figure 4: Wiseman's Creek, NSW 1967.

Figure 5: Wiseman's Creek, NSW 1967.

Figure 6: Autograph Book Illustration.

Figure 7: Christina circa 1900.

Figure 8: Rosemary and a painting of her cottage at Barrington Tops, NSW.

Figure 9: Longhouse Reconstruction, Armidale Pine Forest, NSW 2000.

Figure 10: Longhouse Reconstruction, Armidale Pine Forest, NSW 2000.

Figure 11: Andrea, Natala and family circa 1910.

Figure 12: Marina Corta, Lipari, 1900.

Figure 13: Marina Corta, Lipari, 2005.

Figure 14: Natala (Noni) circa 1940.

Figure 15: Helena and her Grandmother's Confession Book.

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## **Abstract**

This research emerged from a desire to undertake a feminist exploration of academic debates in History Theory, postgraduate studies in History and the legacy of this learning in historical practice. I have examined the development of historical consciousness, the historicised self and historical scholarship. My research acknowledges an intellectual and historic sisterhood and its associated cumulative body of feminist knowledge and practice.

This thesis was centred on the stories of a group of women, with whom I studied postgraduate history at the University of New England in the early 1990s. This research process was largely shaped by feminist poststructural methodologies and incorporates interdisciplinary writings highlighting the alternate ways we can examine the past. I was interested in the ideas of a developing historical consciousness, historical scholarship and practice.

The findings demonstrate the benefits of adopting a multifaceted approach to the study and practice of History. I have advocated that students of history would benefit from an early and broad immersion in history theory. I have recommended that a concerted inclusion of Postmodernism, Feminism, Materiality or Thing Theory, Place based pedagogies and Public History can evoke new and enriched questions of the past.

This thesis provides a snap shot of women's learning experiences and subsequent historical practice rather than a definitive study of all students. It also recommends incorporating an interdisciplinary perspective to higher education teaching practices in History.