

Annotated Bibliography

Herborn, P. J. & Hutchinson, F. P. (2014). 'Landscapes of remembrance' and sites of conscience: exploring ways of learning beyond militarising 'maps' of the future. *Journal of Peace Education*, 11(2), 131-149. <https://doi.org/10.1080/17400201.2013.874333>

- What was studied: Australian memorial sites.
- What was done in the study: The paper examined six case studies of 'sites of conscience' in Australia and how they can be used to encourage dialogue on alternatives to violence.
- What they found: Their research suggests there may be value in visiting 'sites of conscience' instead of war memorials. These 'landscapes of remembrance' are places of peace education, promotion of nonviolent activism, and alternatives to war. Each site encourages critical reflection about peace-related issues in a different way. For example, the peace pedagogy of one of the sites - the Hiroshima Day site - has a focus on nuclear disarmament.

Women's International League for Peace and Freedom Australia. (2021). *Militarisation in Australia: Normalisation and Mythology*.

<https://www.wilpf.org.au/increased-militarisation-in-australia-accepted-as-normal/>

- Who was studied: The ADF and the Australian public.
- What was done in the study: The study focused on three aspects of Australia's increased militarisation: Defence policies and annual defence budgets, the military's industry connections, and the military's involvement in the domestic sphere.
- What they found: Normalisation of militarisation has occurred due to evolving government policies and economic expansion (increase in the defence budget and the exportation of arms [with goals to be in the top ten arms exporters globally]), linkages between defence and industry growing, and military marketing in the social sphere to promote positive public opinion. The Defence department markets themselves vigorously. From 2017-18 they had the highest single-department advertising budget. The WILPF report described external surveys revealing that the Australian public has a positive attitude towards the military despite the continually increasing military budget at the expense of other departments. The increased expenditure has a large social cost, e.g. an alternative spending example would be that 1 infantry fighting vehicle could instead be used to buy 250 more hospital beds. However most Australians reported either being happy with current military spending or instead wanting to increase it. Australian society's perception of the military as good reinforces them as legitimate stakeholders in domestic society. The military's significant involvement in domestic operations that assisted with disaster relief, bushfires, and the COVID-19 pandemic means the public now sees them as having an integral role in future domestic emergencies. Normalisation is also seen in the large number of military and civilian institution partnerships e.g. university partnerships.

Kwitko, L. & O'Dwyer, B. (2021, June 5). *Militarisation in Australia: Normalisation and Mythology* [Interview]. 3CR Radical Radio; Radioactive Radio.

<https://www.3cr.org.au/radioactive/episode-202106051000/militarisation-australia-normalisation-and-mythology>

- Who was interviewed: Barbara O'Dwyer & Ludmilla Kwitko, who have been members of the Women's International League for Peace and Freedom for many years.
- What was done in the interview: They were interviewed about the recent 'Militarisation in Australia: Normalisation and Mythology' report (see above reference) published in 2021.
- What they found: The two women essentially summarised the findings of the report referenced above. However, something they discussed in the interview which wasn't mentioned in the report was that when discussing mythology of militarisation, there are two aspects which are interconnected. Chronologically it starts with the mythology that surrounds the Anzacs as larger than life war heroes who made a name for our country. The regard with which we hold the Anzacs then translates to a continued perceived need for a strong military in modern day Australia. This is where the second aspect of the mythology comes in - that we need increased militarisation to keep Australia safe. This rhetoric promotes a false discourse that power, aggression, and dominance is valued over diplomacy and peaceful negotiation. The women also briefly commented on Australia's intent to be in the top 10 for global arms exports and how the public people don't really understand the gravity of this goal - we are pushing to become one of the largest exporters of machines that kill people. When this goal is discussed it is often done so from an economic perspective in terms of job creation and boosting the economy. However O'Dwyer and Kwitko discussed how it is very difficult to find concrete figures on how many jobs will be made.

Chubb, D. & McAllister, I. (2019). Public attitudes toward the future defence of Australia. In P. J. Dean, B. Taylor, & S. Frühling (Eds.), *After American Primacy: Imagining the Future of Australia's Defence* (pp. 28–43). EBSCO Publishing. <https://doi.org/10.2307/JJ.1744972.8>

- Who was studied: The Australian public.
- What was done in the study: Public attitudes towards defence (in terms of how capable the public believes the ADF to be and whether they believe more spending is needed) were examined. Polling data from 1975-2017 was used.
- What they found:
 - Public opinion towards defence fluctuates based on geographical and historical circumstances.
 - Public opinion is strongly affected by external events - i.e., the military's perceived performance in overseas operations.

Poll results found in the study:

- A growing trend since 2013 in the public believing Australia's defence to be stronger than it was ten years ago and an increase in the public belief that Australia is able to defend itself.
- Paradoxically to the findings above, poll results also show:

- Since 2010 there has been a **decline** in the public opinion that more should be spent on defence and an **increase** in the public opinion that less should be spent on defence.
- This is a paradox because increased military spending is required for a strong military.

Cryle, M. (2022). "A time for noble enthusiasms": schools and Anzac commemoration, 1916–1918. *History of Education Review*, 51(2), 214–228.
<https://doi.org/10.1108/HER-05-2022-0018>

- Who was studied: Australian Schools during World War 1 (early 20th Century)
- What was done in the study: Empirical research from newspapers and education department publications were examined.
- What they found: School commemorations during the World War 1 period did promote militarism, despite claims this wasn't the case. Schools played a significant role in shaping Anzac day and institutionalising it.

Lake, M., Reynolds, H., Damousi, J., & McKenna, M. (2010). *What's Wrong with ANZAC?: The Militarisation of Australian History*. (1st ed.). University of New South Wales Press.

- What was studied: The history and mythologies of the ANZACs.
- What was done in the study: Explored how the regard with which Australians hold the ANZACS has distorted the recollection of our history.
- What they found: Australia continues to see a militarisation of our history. The Anzacs are seen as our national heroes and Anzac Day is a national holiday. It is worth noting that the ANZAC narrative has fluctuated and changed over time, as has the ANZACs' popularity. However predominately ANZACs are seen as larger-than-life glorified figures in our history that united the nation and made a name for our country. This ANZAC spirit and the legend of the ANZACs continues to be taught in classrooms. The ANZACs significant role in our history and present day means it is seen as 'un-Australian' to interrogate the ANZAC legend. However, this book challenges our militarised history by posing the question - 'are nations made in war?' The authors express confusion over why our national holiday is a day that celebrates Australia fighting in a war in another country for another country and why there is this narrative that an extortionate amount of bloodshed and grievous loss of life is needed to make our nation worth something. But some people hold onto the Anzac legend as a way to ensure the huge loss of life was not in vain. The book also made the observation that people forget or overlook the fact that soldiers don't just die for their country; they kill for it. As well as this, there is a tendency to romanticise war as it is overseas and observed from afar and innocent Australian civilians are safe.

Midford, S. (2011). Constructing the "Australian Iliad": ancient heroes and Anzac diggers in the Dardanelles. *Melbourne Historical Journal*, 39(Special issue 2), 59–79.

- What was studied: Literary representations of the 1915 Anzac Campaign at Gallipoli.
- What was done in the study: Demonstrated how the Anzac Campaign served as a militaristic origin myth.
- What they found: During the Anzac campaign at Gallipoli there was a retelling of ancient stories using Australian protagonists - the "Australian Iliad." The location of

Gallipoli allowed for the comparison of Australian soldiers to ancient Greek war heroes. The Anzac myth romanticised the campaign and the soldiers' efforts were written as a story of shared sacrifice which would unite the Australian people. The accounts by war correspondents were responsible for developing the 'Australian Iliad' and demonstrating Australia's competence in the Great War as a strong and independent nation making a name for themselves.

Reynolds, H. (2018). The militarisation of Australian history. *Social Alternatives*, 37(3), 33–35.

- What was studied: Australia's war history.
- What was done in the study: Reynold's provides a commentary on how the Anzac legend distorts our history.
- What they found: Australia's war history overseas is exaggerated and praised to try and hide the shame of our Indigenous history regarding the frontier wars. The commentary raises questions about why it is that a nation has to be born in war, and points out that commemoration of the Great War slips into celebration at times. The historian comments that noteworthy events were occurring during Australia's participation in overseas wars, however these events were often overlooked when contrasted with the glory that was the honour and sacrifice of Australian soldiers. It is also noted that the militarisation of our history favours war more than peace.

Troath, S. (2023). The Political Economy of Australian Militarism: On the Emergent Military–Industrial–Academic Complex. *Journal of Global Security Studies*, 8(4).
<https://doi.org/10.1093/jogss/ogad018>

- Who was studied: Australian Universities, the ADF, the Department of Defence, the Australian Government and also different State Governments within Australia. Also local Australian companies such as British Aerospace (BAE) Systems Australia.
- What was done in the study: The study looked at how Australia is becoming increasingly militarised because of an emergent military-industrial-academic complex (MIAC).
- What they found: They found that the relationship between military, industry, and universities is becoming closer due to economic and strategic motivations, and that these three bodies rely on each other for military advantage, profits, and survival. However, there are issues with these increasing ties. For example, the article raises questions about the ethics of militarising universities because of military operations and weapon use that have been assisted by research. Defense funding may also impact the direction of university research, and thus potentially impact academic freedom. Increasing the militarisation of universities may also impact on the role of universities in society if they are promoted as defense capabilities.

Another potential issue of the MIAC discussed in the paper is that it contributes to regional tensions and incites the power competition it argues it's addressing (power competition is dangerous for security and peace and negatively affects democracy).

The article also argues that the MIAC lacks a strategic rationale, despite that being a critical aspect of its forming. The article argues that instead militarization is being

driven by competing and complementary economic and strategic motivations and interests which lack clear outcomes, solutions, and goals.

Twomey, C. (2013). Trauma and the reinvigoration of Anzac: An argument. *History Australia*, 10(3), 85–108. <https://doi.org/10.1080/14490854.2013.11668482>

- Who was studied: The Anzacs and the public's perception of them.
- What was done in the study: Examined the feminist protest marches by Women Against Rape and the re-casting of Anzacs as war victims.
- What they found: In the 1970s, Anzac day had started to see a decrease in participation in Anzac day marches and identification with the Anzac soldiers. The article argues the reinvigoration of Anzac day in Australia from the 1980s onwards came from the following key things:
 - A new global understanding about the horror of war.
 - New narrative of soldiers as suffering victims of war-trauma instead of glorified heroes.
 - Feminists protests by Women Against Rape movement - a different kind of victimhood - which refocused attention on Anzac day but also complicated the narrative of soldiers as victims.
 - The public's distaste for these controversial feminist protests meant the public empathised with the Anzacs when male veterans were able to reclaim their narrative of victimhood.
 - The article notes that they are not implying causality of the Women Against Rape protests but instead that this movement was one of the most visible and brought new understandings about the victims of war during this time.

Wellington, J. (2019). War Trophies, War Memorabilia, and the Iconography of Victory in the British Empire. *Journal of Contemporary History*, 54(4), 737–758. <https://doi.org/10.1177/0022009419864159>

- What was studied: War trophies, memorabilia and war museums.
- What was done in the study: The author examined how exhibiting war trophies and the building of war museums affects the narrative of war history.
- What they found: War museums perpetuated the justification of war by freezing in time a narrative that showed the glory, success, and victory of military dominance. This facilitated a positive perception of the war. Allowing public access to the trophies and memorabilia of war encouraged a physical, emotional, and financial commitment to the war and its related causes. These trophies were also used to fundraise for peace.
 - “Visions of postwar peace and progress could not be disentangled from victory and the violence that enabled it.”

George, E., Schmidt, C., Vella, G., & McDonagh, I. (2017). Promoting the rights and responsibilities of children: a South Australian example. *Global Health Promotion*, 24(1), 53–57. <https://doi.org/10.1177/1757975915577600>

- What was studied: Parafield Gardens Children's Centre (PGCC) for Early Childhood Development and Parenting

- What was done in the study: A case study examining the 'participatory community practice' project conducted within PGCC during their Global Peace School - Early Years application process.
- What they found: PGCC is the first recognised Global Peace School - Early Years in Australia. During the process of being recognised as a Global Peace School, a project was facilitated that gave parents and children a deeper understanding of child rights, peace building, global awareness, and social inclusion. These are four components of a Global Peace School. The project had successful outcomes, for example it was observed that children played more fairly and inclusively and increased their respect for others.

Donoghue, J., & Tranter, B. (2014). The Anzac myth and Australian National Identity. *E-International Relations*.

<https://www.e-ir.info/2014/05/08/the-anzac-myth-and-australian-national-identity/>

(google docs link to the survey document the article is written on:

https://drive.google.com/file/d/1SyiHELNMD3Qsrqcd7MRz5KSuW1qFs-ir/view?usp=drive_link)

- Who was studied: A representative sample of Australian adults over 18 sampled systematically from the Australian Electoral Roll in June 2011.
- What was done in the study: Data from The Australian Survey of Social Attitudes was analysed. Survey participants were asked - among other things - to identify and rank the Australian historical figures they perceived to be the most influential. The responses to the aforementioned question were the focus of the article.
- What they found: The Anzac myth is an integral part of Australian identity. Anzacs were chosen by 47% of participants as their first choice for the historical figure they perceived to be the most influential. As well as this, a further 17% of survey participants put the Anzacs as their second choice. The survey found that younger-middle aged participants were the most likely to associate Anzacs with national identity. The survey also found that city-dwellers, tertiary educated people, and people that identify with left-leaning political parties, were less likely to prioritise the Anzacs as historical figures representing national identity.

Medical Association for Prevention of War. (2022). *Minors & Missiles: Weapons Companies in Schools*.

<https://www.mapw.org.au/wp-content/uploads/2023/04/Minors-Missiles-2022-FINAL-jan-31-2023.pdf>

- Who was studied: Australian STEM Education
- What was done in the study: In the report they discussed the militarisation of schools via STEM programs, as well as the policies of each Australian state and territory education department and whether they protect children from these harmful industries.
- What they found: STEM education is still heavily militarised in Australia.
 - The report found 35 Australian STEM education programs were associated with global weapons corporations.

- When looking for non-military partnered STEM programs, go to <https://starportal.edu.au/>.
- Allowing the weapons industry into schools increases the militarisation of society and education.
- Weapons companies that are involved in schools market themselves in a positive light to encourage involvement.
 - They do this by engaging students in projects that are socially acceptable (e.g. robots), diluting their associations with weapons, and minimising the facts about the harms their products cause.
- The report found that the ACT and Victoria are the only states where the arms and weaponry industry are explicitly identified as inappropriate school partners.

Standish, K. (2015). Looking for peace in the Australian national curricula. *Peace and Conflict Studies*, 22(2), 177-203. <https://doi.org/10.46743/1082-7307/2015.1296>

- What was studied: 3 Australian National Curricula Documents: The 2009 Belonging, Being & Becoming: The Early Years Learning Framework for Australia, the 2013 Australian Curriculum Foundation to 10, and the 2013 Australian Senior Curriculum 11-12.
- What was done in the study: The author Investigated if 3 common elements of peace education - recognition of violence, addressing conflict nonviolently, and creating the conditions of positive peace - appeared in the 3 Australian National Curricula documents.
- What they found: They found that overall the curriculum contains a large amount of violent content however doesn't define it as deliberate acts of harm and avoidable acts of violence. Instead, neutral language is used to discuss it. There are also minimal discussions about transforming conflict using non-violent methods, and the acquisition of non-violent tools and techniques is not really promoted. In terms of mentions of positive peace, they rarely occur in the curriculum documents and usually don't refer to creating equanimous space. Positive peace qualities are discussed in equal standing with negative peace qualities, which implies positive peace qualities are not favoured.

Standish, K. (2016). Looking for peace in national curriculum: the PECA Project in New Zealand. *Journal of Peace Education*, 13(1), 18–40. <https://doi.org/10.1080/17400201.2015.1100110>

- What was studied: the PECA (Peace Education Curricular Analysis) Project.
- What was done in the study: The PECA project was put in place in a New Zealand context. They analysed the NZ national curricula of early childhood, primary, and secondary education to see if the curricula adequately addressed the three common elements of peace education: recognition of violence, addressing conflict nonviolently, and creating the conditions of positive peace. The study also hoped to provide international and intercultural comparisons of global significance by using the results of this project against other social science metrics (e.g. Global Peace Index).
- What they found: The study found that New Zealand has made progress towards educating students about violence and non-violence. They also found that early

childhood education had more pro-peace content than primary and secondary education. However the study recommends incorporating a more comprehensive understanding of violence and the prevention of it, as well as integrating more education on nonviolent tools for conflict transformation.

Millhouse, H. & Missen, F. (2022). Alternatives to violence project. *Independent Education*, 52(3), 34–35.

- What was studied: The Alternatives to Violence Project
- What was done in the study: Discussed the topic of the Alternatives to Violence Project (AVP) as well as how the AVP has been implemented at Jabiru Community College.
- What they found: The most recent AVP project was ran by Millhouse and Missen in July (2022) was for education workers around Australia and had a focus on workplace trust. This project has also been run at Jabiru community college since 2015 through a camp program, with themes such as love, leadership, care, trust and belonging being the focus. Significant issues such as violence are also discussed, as well as ways to deal with conflict and difficulties effectively. The program has been so impactful for some school participants that post-school they have gone on to facilitate programs themselves in the Brisbane Youth Detention Centre.

Campbell, C. (2023). Peaceful pathways: Celebrating young peoples' contributions to peace. *Independent Education*, 53(1), 32–33.

- What was studied: the Joan Shears Peaceful Pathways Prize
- What was done in the study: Discussed the Joan Shears Peaceful Pathways Prize and its implementation at Jabiru Community College.
- What they found: The award, which is named after Joan Shears who dedicated her life to working towards peace and social justice, was successfully implemented at Jabiru Community College (JCC). JCC is a Special Assistance School. A 'Peace is...' art prize was also awarded. The main award offers two prizes of \$400 for each student winner. Prizes were also given to the art winners. The awards were introduced at JCC to acknowledge students' commitment to peace and non-violence and celebrate their peacemaking, peacekeeping and peacebuilding in the local community. There are hopes to develop and expand the award to other schools.

Dawson, E. & Lloyd-Cap, M. (2021). *The Per Capita Tax Survey 2021*. Per Capita. https://percapita.org.au/wp-content/uploads/2021/05/Tax-survey-2021_FINALformat-1.pdf

- Who was studied: A 1550 sample of the Australian public of any age across all the Australian states and territories.
- What was done in the study: Participants were surveyed about the role of tax and public services in our national life.
- What they found: Survey participants were asked about a number of issues, however only findings relevant to defence spending will be included in the following discussion. The survey participants were asked "Would you like to see more or less government spending in..." with one of the survey options being defence. The results of the poll found that changes in support for more spending on defence were

statistically negligible and these results have stayed relatively consistent across Per Capita surveys in previous years.