

Despite this stricture they did challenge many accepted traditional sites and did try to back up any claims with hard evidence but of course they were not interested in anything in Palestine that was not do with the Bible and this is what Glock began to investigate. And this may have caused his death. For the Israelis, evidence that non-Jews had long ago occupied key sites undermined the whole basis of the creation of the new state in 1948 and in particular the extension of rule to the West Bank. For the Palestinians the finding of relics, which did help their claim, was so important that the Palestinian Authority set up a separate department devoted to that purpose. For Hamas Glock was a Westerner who did not belong and who could be a source of corruption of their notions of what it means to be Palestinian. Too many people had reasons to see Glock removed.

Well worth a read for those interested in the use of the past and in the many layers of dispute in Palestine.

This issue has also been graphically illustrated in the ABC's Compass programmes titled "It ain't necessarily so" on 19 January, 26 January, and 2 February 2003. John McGrath who was one of the British journalists taken hostage in Beirut investigates the recent archaeological discoveries and compares these against Biblical traditions to show how the two differ. In particular he examines such stories as the Exodus and the coming of the Israelites to Canaan and he reveals the hidden evidence that the early Jewish people may well have believed in more than one god and that the role of the female was later downplayed so that the male patriarchy was strengthened. He talks to many archaeologists, shows them at work and allows them to put their points forward without too much editorialising but he does highlight the points of difference and confusion very effectively. Above all it shows how the past is being used for political purposes and the comments by one of the politicians in the current election hows that the past can be very sensitive; he does not want any discoveries which make it difficult to argue the Israeli case. One very interesting element was the research into DNA – the conclusion was that both Palestinians and Israelis have common ancestors!

Time magazine recently had an article about Abraham and the claims made for his role in the religions of Islam, Judaism and Christianity. This is another case of the past being used to justify the present. Rabbi Haim Druckman a settler leader and member of the religious right in the Knesset claims "our connection to the land goes back to our first ancestor. Arabs have no right to the land of Israel."

Of course the Palestinian Muslims point out that Abraham was not, according to the Koran, a Jew but Islam's first believer. The Christians argue that Abraham abandoned Judaism and thus the religion itself was to be 'beyond the pale'.

For those more interested in this historical figure, National Geographic also had a longer article on Abraham in December 2001.

This is a nice little historical investigation about the uses to which the past may be put.

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Contested Spaces - Historiography of the Arab/ Israeli Conflict
Bickerton, Ian and Hill, Maria (2003) Sydney: McGraw-Hill.

Ian Bickerton and Maria Hill have delivered a compact yet detailed text covering all aspects of both the Preliminary and HSC course syllabuses with an effective emphasis on 'historiography'. *Contested Spaces* offers a solid foundation to both students and first time teachers of this option.

Contested Spaces begins by detailing the issues involved in the Arab Israeli conflict, historiographical aspects and a simple outline on the 'Contested Spaces' of Israel/ Palestine

supported by a suitable map. The simple outline of the background to the conflict and the identification of the different perspectives and interpretations by the authors, draw attention to their importance in understanding the complexities involved.

There are several thorough and well-selected document studies in each chapter with details of the origin, nature and perspective of the source. Supported by appropriate questioning, the studies make it clear to students the importance of the viewpoint they are analysing and significantly they support the text, giving the student a detailed understanding of how these fit in with events outlined in the corresponding chapter.

Bickerton and Hill have structured the text around the syllabus with every chapter containing a synopsis of concepts, groups, events, support documents and historiographical issues. The detail on the key features of the conflict is supported also by profiles on important concepts, biographies of important players, maps, pictorial evidence and class activities. Each chapter concludes with simple summaries and appropriate research/ essay questions.

Chapter 5, for example deals with the first Arab Israeli War and the Suez Crisis, where the concept of Democracy is defined and thoroughly investigated. It is related not only to Jewish perspective's of the creation of Israel but also the Islamic attitude to the concept as well as the treatment of Arab citizens in the Jewish state. The concept study is supported by a document study from post Zionist historian Avi Shlaim analysing the politics of the 'deal' between Monarchist Jordan and 'Constitutional monarchist' Britain post World War II.

Essentially the text thoroughly covers important aspects of what students need to know, suggesting sound classroom activities to reiterate the detail on the key features. The class debate on terrorism in chapter 7, for example which focuses upon Shamir's statement that 'terrorism is just another means of fighting a war,' draws attention to the use of terrorism by both sides and not just the most apparent terror of the PLO. One further example is in Chapter 8, which outlines the background to Lebanon and is supported by the concept study on sectarianism.

Contested Spaces is well sourced, supported by a detailed reading list at the end, aided by a thorough timeline of key events and written and presented in a suitable format for students of all abilities. The text uses simple language, dot points, tables, diagrams and obvious headings to deliver its objectives clearly. It is a 'must have' text when teaching both the Preliminary and HSC option on the Arab Israeli conflict.

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Long Shadows – truth, lies and history.
Paris, E., (2000), Bloomsbury

This book also takes as its theme the ways in which History is transmitted, presented, and understood. It would be good refresher course for teachers undertaking the Extension course as it well shows that many assume to be facts may well be something else indeed. To this end Paris uses some well-known examples of events in 20th century history to illustrate this use and abuse of the past.

The four sections cover; firstly, the ways in which France, Germany and Japan dealt with the aftermath of WWII; then she examines war, memory and race in the USA and South Africa; in