

History Honours 2020: guide for students



School of
History, Philosophy, Political Science and International Relations
Te Kura Aro Whakamuri, Rapunga Whakaaro, Matai Tōrangapū me te Ao

VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

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Staff teaching Honours



Dolores Janiewski



Steve Behrendt



Anna Green



Arini Loader



Valerie Wallace



Cybèle Locke



Alexander Maxwell

Honours Coordinators



Arini Loader and Charlotte Macdonald are the Honours Coordinators for 2020.
Email them if you have any questions or queries —

e: arini.loader@vuw.ac.nz; charlotte.macdonald@vuw.ac.nz

Administrator



Teresa Durham is the History Programme administrator —

e: teresa.durham@vuw.ac.nz, p: 04 463 5344, o: OK 405

Key Dates

24 February	HIST 489 orientation and proposal guidance
2 March	HIST 489 proposals due 2pm
6 March	Response to proposals by History Research committee/first workshop
5 June	HIST 489 research essay progress report due 2 pm
24-25 July	HIST 489 seminar presentations
7 September	HIST 489 research essay draft due 2pm
2 October	HIST 489 research essay final version due 2pm

The key to success? Start early and get organized! Contact a member of staff as soon as possible to discuss potential 489 topics

Courses offered

Each course is worth 30 points

All courses are 100% internally assessed (and subject to external assessment)

All courses are full year courses (*except HIST 429, Tri 1 in 2020)

All classes meet in OK406

HIST 404

The United States: Mediating the 1960s. Media and the Long 1960s

A Topic in the History of the United States

Coordinator: Dolores Janiewski

Meeting time: Mon 1.10pm-3pm

Mediating the 1960s: Media and the Long 1960s, 1955-1975 will explore the events and the processes which shaped US society and culture between 1955 and 1975. It will teach skills in media analysis as an important source of evidence about the long 1960s, which students will then apply in the development of individual research presentations and projects.

This course will teach skills in media analysis as an important source of evidence about the long 1960s from 1955 when the Civil Rights Movement engaged in its first important action to 1975 when the Vietnam War ended in defeat for the United States. In between it will cover Civil Rights, Black Power, feminism, Gay rights, the New Left, the Anti-War Movement, assassinations, music, movies, and the mainstream and alternative media.

HIST 419

History and Theory

A Topic in Historiography and Historical Method 1

Coordinator: Anna Green

Meeting time: Thurs 2:10pm-4pm

This is a historiographical and theoretical course. This means that we will examine both the philosophical bases for understanding the past and the ways in which history has been (and currently is) practised.

In this course we explore three fundamental dimensions of researching and writing history. First, how do historians approach time? This includes the division of the past into blocks of time through historical periodisation. Second, we will look at theories of causality, and critically examine some of the ideas about what drives economic, social or cultural change in human history. And finally, in what ways have historians conceptualized the mental worlds, or subjectivities, of those who lived in the past? This will take us into more recent fields of history, such as memory, the senses, and the emotions. As we work through these three themes we will also consider the role of the historian: to what extent do generational, socio-economic or cultural contexts influence the historian's approach to historical research and writing?

HIST 422

Oral History Method and Practice

A Topic in New Zealand History 1

Coordinator: Cybèle Locke

Meeting time: Weds 10am-11:50am

We explore how the recovery and reconstruction of memory can be both the source and subject of oral history, and the methods to make that happen. Students will both analyse and create oral histories in this course.

In this course we examine different methods of creating, interpreting and presenting oral history. We review critical developments in the field internationally and oral history-making in Aotearoa/New Zealand more specifically. Methods include: 'recovery' oral histories such as labour, gender, family, ethnic minorities and indigenous studies; the defence of the subjective; subjectivity as a historical subject in its own right; and oral history as advocacy for marginalised communities. Maori oral history is a central component of this course. Students will design their own research topic in NZ history, conduct an interview, and interpret and produce their own oral history work utilising the Oral History collection at the Alexander Turnbull Library.

HIST 425

Scotland - Colony, Nation, Empire

A Topic in European History 3

Coordinator: Valerie Wallace

Meeting time: Tues 10am-11.50am

Was there such a thing as a Scottish Empire or a distinctively Scottish experience of empire? This course takes a self-consciously Scotocentric approach to British imperial and colonial history. It considers Scottish thinking on empire, Scottish experiences of empire and the role of empire in shaping the Scottish nation. The course focuses mostly on the 17th, 18th and 19th centuries but considers the medieval foundations of imperialism in Britain and the legacy of decolonisation for the Scottish nation and the British state in the 20th and 21st centuries.

HIST 429

History of Migration

Coordinator: Steve Behrendt

Meeting time: Tues 2:10pm-5pm (Tri 1)

History of Migration considers the history of forced and free migration. Topics may include: Māori migration to Aotearoa; recent Māori migration to Australia; the transatlantic slave trade; convict labour; indentured labour in the Atlantic, Indian Ocean and Pacific worlds; mass migration in the era of steamships; rural/urban migration; as well as themes such as commodities and migration, warfare and migration, religious change and migration, culture and migration, and the economics of migration.

Many debates about immigration are not new. HIST 429, a global history course, examines the history of migration, focusing on the period 1500-1949 -- from the beginning of European and African migration to the Western Hemisphere to the final years of the Indian Partition and mass migration of 15-16 million people, the largest migration in human history. In the first half of the course we examine the transformation from coerced (indentured, enslaved, convict) to mass (free) migration, focusing on the Atlantic world to c. 1840. We discuss why coerced migration lasted so

long in history, and why coerced migration shifted to different world regions at different times. We then study migration histories from c. 1840 to the outbreak of World War Two, including European migration to settler colonies such as New Zealand, and the history of Asian migration, which included 20 million Chinese who emigrated (90% of whom migrated to Southeast Asia). We conclude the course by examining mass population movements in wartime and reconstruction Europe and migration in the immediate postwar years in a new geopolitical world. Students may pursue independent research on any aspect of migration in world history, c. 1500–1949.

HIST 430

Māori Literature in History

Coordinator: Arini Loader

Meeting time: Thurs 9am-10:50am

Drawing on an extensive archival and published pool of Māori writing c. 1820 to the current day, this course examines the written landscape of Aotearoa New Zealand's first peoples. Critical and theoretical work on indigenous literatures drawn from various perspectives will be read alongside a variety of texts written by Māori over time. The course will deal with material in both Māori and English; ability in te reo Māori will be helpful but is not essential.

HIST 449

Origins of Nationalism

Coordinator: Alexander Maxwell

Weds 2.10pm-4pm

The emergence of nationalism has transformed human societies all over the world, but scholars disagree about what nationalism is and how to interpret it. This course examines the origins of nationalism in detail by reading canonical works by leading nationalism theorists, primary sources related to the history of nationalism, and a selection of outstanding and influential case studies.

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HIST 489

Research Project

Coordinators: Arini Loader and Charlotte Macdonald

Fri 2.10pm-4pm (for workshops throughout trimester 1)

HIST 489 is a compulsory research essay undertaken in the completion of a BA (Hons) degree. The topic is devised principally by the student under the guidance of a History programme staff member. Proposals are due **Monday 2 March 2020**.

A Bachelor of Arts with Honors is normally a one-year, full-time programme of coursework undertaken after the completion of a BA degree or GDipArts in the relevant subject area. It comprises 120 400-level points



Choosing a Research Essay Topic

Students are strongly advised to start thinking about their research topics as soon as they enrol for the Honours programme. There are two main pathways to a topic:

1. Students may propose their own ideas for topics and locate relevant primary and secondary sources on their own initiative. Some students find it useful to discuss at the end of their third year, or over the summer, potential topics with staff members whose areas of research and courses they have previously encountered. Building on previous course-work has the advantage of giving a sense of context within which to process the primary research material from an early stage in the project.
2. Students may also choose to select ideas or topics from the list below. These suggestions are generally starting points and also require students to exercise initiative to locate relevant source material.

In both cases, topics need to be discussed and refined with the advice of academic staff. Students should discuss potential ideas with staff (listed below). Potential supervisors can advise on the scope of the topic, potential sources and relevant secondary literature. Students who are not sure which staff member to approach should contact the Honours Coordinator, who will offer advice and help to put students in touch with appropriate academic staff.

NB. Normally, staff on Research and Study Leave [RSL] do not supervise 489 theses. It is sometimes possible for a staff member to supervise for one half of the year and another staff member to take over in the other half. Contact the relevant staff member for further information. In 2020, Giacomo Lichtner [in T1] and Catherine Abou-Nemeh and Steve Behrendt [in T2] are on RSL.

A HIST 489 Research Project Student Guide is available from the Honours Coordinator to enrolled students. Read this as you begin to choose a topic and draft a proposal

HIST 489 Research Essay Proposal

All students are required to submit a proposal on the first day of trimester 1. The proposal must show that: 1) you have a viable topic for a 10,000-word research essay; 2) you have identified appropriate and accessible sources; and 3) you have thought about the questions to be asked and the research method to be adopted for the project to be completed during the year.

The presentation of a well-focused topic is the goal of the proposal. Subjects that are very broad, or too general, do not work well as HIST 489 projects. Looking at the list of recently completed HIST 489 Research Essays can be useful (see History Reception). Avoid broad topics such as 'New Zealand Rugby in the Twentieth Century' or 'German Racism since 1800.' Focus instead on tighter topics, such as 'Discourses of Mateship during the 1960 All Blacks' Tour' or 'Africans and Aborigines in Blumenbach's *Decas craniorum*, 1790-1828.'

Students who want to conduct interviews, surveys or questionnaires must obtain human ethics approval from Victoria University's Human Ethics Committee (HEC). HEC approval may take up to three weeks. For further information and the relevant forms, see:

<https://www.victoria.ac.nz/research/support/ethics/human-ethics>

Proposal Guidelines

A 'HIST 489 Research Project Student Guide', including guidelines for the preparation of the proposal and sample proposals, will be available from the Honours Coordinator to all enrolled Honours students.

Research proposals are due **Monday 2 March 2020 at 2pm**. Students will be advised whether their topic has been approved by Friday 6 March. If the History Research Committee believes that a proposed topic is not viable, students may be asked to submit a revised proposal.

The HIST 489 research project gives students the chance to pursue their own research topic with guidance and support from academic staff

Supervisors, Areas of Expertise, and Possible Topics

Catherine Abou-Nemeh [on RSL T2]

History (catherine.abou-nemeh@vuw.ac.nz).

I would be happy to discuss and supervise 489 topics that relate to my areas of expertise, such as history of science, history of medicine, and intellectual and cultural history of early modern Europe (1450-1750). I am open to discussing topics with students, and welcome student use of primary sources in foreign languages and creative examination of material objects, such as paintings, maps or scientific instruments. In the past, I have supervised 489 theses on topics such as Bess of Hardwick as an enterprising noblewoman who told her story in letters, embroideries, and other surviving artefacts; Christine de Pizan as a key political thinker and exemplar of early humanism; the interplay between Jansenist faith and mathematical practice in the work of the French mathematician Blaise Pascal; mental health and diseases of the soul in the medical works of the English physician Thomas Willis; gender in the chronicles of Gregory of Tours.

Although I will be away on Research Leave from July 2020, I am open to supervise interested students on their 489 theses.

Steve Behrendt [on RSL T2]

History (steve.behrendt@vuw.ac.nz).

I would be pleased to discuss and supervise HIST 489 topics on British Atlantic history or the British Empire, 1650-1850, including topics covering the histories of any major British ports, English social/economic history, commodities; colonial US history, the slave trade, abolition, the West Indies, African history, maritime or medical history. Some example topics supported by primary sources available at Victoria University of Wellington or on the web:

1. The rise of Liverpool as a trading port, 1650-1730;
2. Robert Cunyngham's St. Kitts sugar plantations, 1729-1735;
3. London's emerging cosmopolitanism, 1700-1750;
4. Education in eighteenth-century Britain;
5. Urban housing and occupational change in eighteenth-century Britain;
6. British merchants and their commercial networks, 1700-1815;
7. Advertisements and British consumer culture, 1700-1815;
8. Britain's developing palm oil trade, 1750-1830;
9. Abolition and social change, 1750-1850;
10. African ivory and ecological sustainability, 1700-1850.

Anna Green

Stout Research Centre (anna.green@vuw.ac.nz).

I am happy to discuss supervision of a range of topics within twentieth-century New Zealand social and cultural history, particularly those that draw upon oral histories and explore the relationship between memory and history. Research topics could include, for example, the remembered past within families, communities or organizations, as well as more informal activist collectivities around specific issues or events. Students may conduct their own oral history interviews, or undertake secondary analysis of the oral histories held in the Oral History Centre at the Alexander Turnbull Library. This collection includes recordings on a wide range of subjects.

Kate Hunter

History/ Stout Research Centre (kate.hunter@vuw.ac.nz).

1. Geographies of War. Analysing the service histories of WWI nurses. Nurses of the Great War had remarkably mobile war service. They could be stationed in general hospitals, casualty clearing stations or on hospital ships. Using digitised personnel records from Archives New Zealand and/or National Archives of Australia, as well as nursing publications, a geography of war might be constructed.
2. Peopling the Wilderness. Using hut books as historical sources. Archives New Zealand holds several hut books from the early & mid-twentieth century. A wide range of visitors wrote in them: hunters, musterers, government workers and trampers. How might hut books be used as historical sources for people's experience of the bush in New Zealand?
3. Histories of stitching (handcrafts, sewing, knitting, needlecraft) as labour history, histories of rehabilitation and disability, histories of dress, voluntary work, 'patriotic' work, etc. This project could make use of papers, photographs, magazines, and/or objects in the Te Papa collection.
Other topics on the social and cultural history of the Great War, environmental and/or women's history are welcome.
4. Tattoos in early twentieth-century New Zealand. The New Zealand Police Gazette recorded the distinguishing marks of all defendants tried in NZ courts as part of its monthly round-up of trials and their outcomes. In the early twentieth-century Gazettes, there are a wide range of tattoos recorded: women in tights, anchors, various flags, and what could be called memorial tattoos (eg: 'In Memory of My Loving Mother' or wife, or brother etc). In August 1915 a returned serviceman was tried in Auckland and he had 'EGYPT' tattooed on his forearm. There is scope for a 489 topic on tattoos based on the Police Gazettes, which could look at a range of topics including: links between criminality and tattooing; the different styles described by the police; the occupations of those who had tattoos; soldiers' tattoos throughout and after WWI; women who were tattooed.
5. Looking at Sunday School newspapers, School Journals and the school curriculum how was the Middle East visible to New Zealanders in the late 19th and early 20th centuries? Bible stories and juvenile fiction presented 'Arabs' and the 'Holy Land' in a range of ways which could be explored in a HIST489. Soldiers' and nurses' diaries, letters and photos could also be a way of understanding images of the Middle East in the early 20th century.

Dolores Janiewski

History (dolores.janiewski@vuw.ac.nz).

1. The influence and role of U.S. media within the U.S. and internationally.
2. Social Movements of the 1960s.
3. U.S. Conservatism.
4. Social/Cultural History of U.S. and its Regions: 1890 to Present with a focus on Gender, Race, Class in the southern, western, and Pacific regions.
5. Cold War Events, Culture, Ideology 1945–1991.
6. History of Surveillance in the United States.
7. Radicalism and Conservatism in the U.S. and transnationally.

Giacomo Lichtner [on RSL T1]

History (giacomo.lichtner@vuw.ac.nz).

I supervise topics on the representation of history in cinema, theories and methodologies of History and Film and memory studies. I am especially interested in topics on cinema and:

1. the memory (and forgetting) of the second World War in Europe (e.g. 'The political use of children in Italian neorealism'; 'Losing the peace: the shadow of decolonisation on the post-war British war film').
2. the Holocaust (e.g. 'Survival and mourning in Holocaust film narratives'; 'Sex and dehumanisation in Holocaust cinema').
3. the construction of national identity narratives (e.g. ANZAC or 'encounter histories' in Australian and NZ cinemas).
4. postcolonialism and subaltern studies (e.g. 'Past and present in Deepa Mehta's 'elements trilogy'; 'Untouchables: Can cinema provide a voice for the subaltern?').
5. politics, class and psychoanalysis (e.g. 'Individualism and community in the films of the British New Wave'; '1968 revisited: the student rebellion in Bernardo Bertolucci's Prima della Rivoluzione and The Dreamers').

Arini Loader

History (arini.loader@vuw.ac.nz)

Tēnā koutou katoa. He uri tēnei nō Ngāti Raukawa, Ngāti Whakaeue me Te Whānau-a-Apanui e mihi maioha atu ki a koutou ngā pia e piki ake ana i te ara tukutuku o Poutama tae noa ki te taumata hōnora o te Whare Wānanga nei. Ka mutu.

I am happy to discuss supervision of a range of topics within the broad field of Māori/New Zealand history particularly but not limited to those which engage with Māori-language texts including, for example, waiata (song/sung texts/poetry), kōrero tuku iho (traditions/mythology), kōrero tāhuhu (historical texts), whakataukī (proverbial sayings), reta (correspondence) and whakapapa (genealogies). I am also happy to supervise topics in the areas of New Zealand film, media and theatre, Indigenous Studies and Literary Studies.

Key resources include:

- Published and unpublished collections at National Library Te Puna Mātauranga o Aotearoa: <http://natlib.govt.nz>
 - Sir Donald McLean papers: <https://natlib.govt.nz/collections/a-z/sir-donald-mclean-papers> at Alexander Turnbull Library
 - Newspapers, magazine and journals, letters and diaries and Parliamentary Papers available online via the Papers Past website: <https://paperspast.natlib.govt.nz>
- Manuscripts online at Auckland Libraries: <http://www.aucklandcity.govt.nz/dbtw-wpd/msonline/index.htm>
- Hocken Library Archives: <http://www.otago.ac.nz/library/hocken/otago038925.html>
 - Marsden online archive: <http://marsdenarchive.otago.ac.nz>
- Texts published online by the New Zealand Electronic Text Centre: <http://nzetc.victoria.ac.nz>
- Books reproduced on the Early New Zealand Books website: <http://www.enzb.auckland.ac.nz>

Cybèle Locke

History (Cybele.locke@vuw.ac.nz)

I have broad knowledge of nineteenth and twentieth-century New Zealand history, and am open to supervising post-graduate work in a wide array of subject areas. I also welcome comparative NZ and US labour and social movement history projects.

Jim McAloon

History (jim.mcaloon@vuw.ac.nz).

My research interests are generally in the social, economic and political history of Aotearoa-New Zealand, particularly Pākehā migration and settlement in the nineteenth century, economic development, and New Zealand politics since 1890.

Topics in political history - whether of the left or the right - are of interest. These might be studies of a particular issue, or of an organisation or an individual. Topics in 'policy history' are also of interest - from trade boycotts to legislation on drugs. I'm happy to supervise histories of regions and communities (for example, a few years ago I had a student who worked on the cluster of Manx families who settled at Stanway near Feilding). Any topic that aligns with my current research on the middle class in colonial New Zealand - including themes in business history, the history of wealth, and the history of inheritance - would also be very welcome.

Charlotte Macdonald

History (charlotte.macdonald@vuw.ac.nz).

I am happy to supervise topics across a broad range of the history of Aotearoa New Zealand; within women's and gender history; with thematic interests in empire and garrison worlds; and in areas of sport, spectating, leisure and the body.

Several particular projects that I would be interested in supervising in 2020 as HIST 489 essays are:

Decolonisation, new Commonwealth or civil rights: the 1966 Commonwealth games in Kingston, Jamaica: what did it mean to sporting bodies, and to the changing body politic? There are various thematic strands that can be taken here: decolonisation, 'race', bodies in competition, the quest for speed, sporting politics in the 1960s (before the Mexico Olympics Black Power salute), the Caribbean in the Commonwealth.

Class in the country: a study of the membership and social boundaries of the Ranfurly Club (Masterton) in the early 20thC. (This would be based on the rules and membership list of the Club held at the Wairarapa Archive Ref 08/86/7-4 and viewable in digital form at: <https://teara.govt.nz/en/interactive/31008/womens-clubs-ranfurly-club-rules>)

The rise and demise of the occupation 'Girl Friday'. When does this office job appear as a form of white blouse work, and what spells its demise? What does this tell us about modernity, about gender, workplace culture, about equal rights and opportunities in the workplace?

What might we explore in the Bragge, Harding, Dawes or other major collection of photographs? What was photography as a profession, and what did image-making as a business do in terms of creating individual, family or town identities?

Radio as cultural history. There is an excellent literature on radio in the lives of particular groups of people, in relation to entertainment, in lives of households, in creating communities amongst women, in shaping sports as living events, in soap operas before television for other parts of the world, but very little for New Zealand. Take the plunge into the wonderful world of the wireless 1920s onwards.

Happy to discuss these further with students by email.

Alexander Maxwell

History (alexander.maxwell@vuw.ac.nz).

While a specialist in Czechoslovakia, Hungary, and Macedonia, my wider area of interest includes Germany, Russia, the Middle East, and all countries in between. The many diverse cultures of this region share one feature in common: none of them use English as the primary language. Students without a reading knowledge of other languages must work from traveller's accounts and translations. I can help students find and use digital sources relevant to their interests. I also have a large archive of digital sources in English. My past students have worked on German, Kurdish, Hungarian, Polish, and Serbian topics.

Students interested in working with me should contact me as soon as possible to discuss their topics. I have not proposed a list of topics because I think students work most passionately on topics they choose themselves. My own research interests include:

1. Nationalism and ethnicity, particularly in their non-violent incarnations.
2. Ideologies, particularly linguistic ideology or ideologies of political legitimacy
3. Gender history, particularly masculinity.
4. The history of everyday life, e.g. clothing, drinking, smoking, and sexuality.

Adrian Muckle

History (adrian.muckle@vuw.ac.nz).

Get in touch with me if you are interested in developing topics relating to history in the Pacific islands region (including but not limited to Samoa, PNG, New Caledonia, Solomon Islands, Vanuatu, Fiji) or its points of connection with aspects of NZ history, the history of French colonial expansion or histories of colonialism and empire more generally.

At the intersection of histories of the Pacific, NZ and the French empire, my own areas of interest include: colonial violence; missions and evangelisation; the experiences of "mixed-race" people; and colonial "intermediaries" such as islander evangelists, "chiefs" or police.

Some potential topic areas for HIST 489 essays include:

- a. New Zealand/Pacific connections. I. IV. The the life histories of Pacific peoples in NZ and/or NZers in the Pacific from the C19 to C21. II. The experiences of New Zealanders in the Pacific Islands during WW2. III. NZ responses to "events" in the Pacific. III. Aspects of NZ's colonial administration in Samoa, the Cook Islands, etc. (e.g., policies relating to prohibition, policing, labour).
- b. Decolonisation in Oceania. Possible topics include aspects of social, cultural and political developments in the 1940s, '50s and '60s. The (auto)biographies and memoirs of islander leaders, colonial officials, expatriates and others involved in decolonisation and nation-making would make excellent sources as would collections of photographs. ATL has papers of man NZers involved in Pacific matters. The *Pacific Islands Monthly* magazine recently has been digitized too (see <https://www.nla.gov.au/blogs/behind-the-scenes/2017/03/10/pacific-islands-monthly-digitised>).
- c. Cultures of Commemoration in Oceania. There is scope for studies looking at the different ways in which Pacific island pasts, historical sites, experiences and

events (e.g., heritage sites, moments of “first contact”, voyaging, colonial conflicts, tragedies, natural disasters, individual lives, political milestones, migrant experiences, Christianization, the world wars, social/political movements and struggles, independence, etc.) have been remembered, commemorated, memorialised in monuments, museums, ceremonies, recreations of historical events, films, literary/visual representations.

- d. The Great War in Oceania. How were islander perceptions of colonial authorities affected by the war? To what extent were islands and islanders caught up in war efforts?

Pacific History Sources in Wellington. Archives New Zealand holds materials relating to New Zealand’s Pacific territories. The Alexander Turnbull Library is a major repository of Pacific archival and published materials, including (but not limited to) the entire Pacific Manuscripts Bureau (PMB) collection of microfilmed manuscripts, printed documents, audio recordings and photographs. Guides to PMB materials are available at <http://asiapacific.anu.edu.au/pambu/>.

Some gateways to digitised collections/resources elsewhere include:

University of Hawaii. Hawaiian and Pacific

collections: <https://guides.library.manoa.hawaii.edu/hawaiianpacific>

University of Hawaii. Digital image

collection: <http://manoa.hawaii.edu/library/research/collections/digital-image-collection/explore-our-digital-collections/>

University of Hawaii. Pacific

Guides: <https://guides.library.manoa.hawaii.edu/index.php?b=s>

National Library of Australia. Digitised Pacific Resources: Global

Collections: <http://www.nla.gov.au/pacific-resources/global-collections> [Guide]

National Library of Australia, Australia Joint Copying

Project: <https://www.nla.gov.au/stories/blog/preservation/2019/06/06/australian-joint-copying-project-reimagined>

NZ Electronic Text Centre: <http://nzetc.victoria.ac.nz/tm/scholarly/subject-000010.html>

Project Canterbury. Anglicanism in Oceania: <http://anglicanhistory.org/oceania/>

South Seas Project: <http://southseas.nla.gov.au/index.html>

The Oceania Digital Library. <http://www.oceania-digital-library.org/collection/#1>

University of Auckland. Digitised collections. <http://www.library.auckland.ac.nz/about-us/collections/digitised-collections>

University of California, San Diego. PNG Patrol

reports: <http://library.ucsd.edu/dc/collection/bb30391860>

Geoff Troughton

Religious Studies (geoff.troughton@vuw.ac.nz)

I am happy to discuss supervision on topics related to my research expertise on religion in New Zealand, modern Christianity, and aspects of contemporary religion. I interpret 'religious history' broadly, to include questions of religion in social and political debates, cultural history, and histories of religious ideas, practices and communities. My main current research projects relate to missionary Christianity in nineteenth-century New Zealand, forms of activist Christianity, and contemporary religious change. I am particularly interested in supporting projects in those areas.

I have written on a range of other themes and issues, in areas where opportunities for further research abound. These include: alcohol and temperance activism, including trans-national connections; religion and welfare; childhood and religious education; debates about blasphemy and freedom of religion; secularity and secularization; religious revivalism; war and religion; and masculinity.

Valerie Wallace

History (valerie.wallace@vuw.ac.nz).

I am happy to supervise topics on the history of Scotland (in any time period) or on the history of Ireland, England or Britain as a whole (in the period c.1550-c.1850). I particularly welcome enquires relating to political, constitutional, legal, religious and intellectual history; the history of popular protest, political reform, rebellion and revolution; the material culture of politics; the places and spaces in which politics occurred; and the role of the media in public debate.

I likewise welcome projects on British imperial/colonial history in the eighteenth and nineteenth centuries, including comparative studies of settler societies in Canada, Australia, South Africa, New Zealand and beyond.

My own research currently centres on the role of Scottish religious values in colonial political cultures; the status of Scots law in the British empire; and the connections between Anglicanism, constitution-making and settler politics.

Previous 489 topics I have supervised include: the publishing trade, copyright law and Anglo-Scottish relations in the eighteenth century; the reception and reputation of Joseph Wright of Derby (1734-1797); political caricature and the 1784 election in London; Lady Melbourne (1751-1818) and politics in Georgian England; Protestant humanitarianism in the Cape Colony and New Zealand in the 1830s/40s; and the reputations of Mary Wollstonecraft (1759-1797).

The Honours room, kitchen and Hamer room

Enrolled History Honours students are given space to work in the Honours Room (OK401). The room has several desks, computers, a printer, lockers and a fridge. The desks are not assigned and are available every day on a first come, first served basis. Please see Teresa Durham for printer paper and keys and locks for the lockers. If you have any issues with the computers or health and safety concerns, notify Teresa in the first instance.

In addition to the Honours Room, students are welcome to use the kitchen at the end of the corridor in Old Kirk, which is equipped with a larger fridge and a microwave. Please keep the kitchen clean and tidy. Wash all of your dishes in the kitchen sink after use or stack them in the dishwasher in the staff kitchen. Free milk is available in the staff fridge.

The Hamer Room (OK403) is a small, departmental library. You can use the resources in the room (please do not remove books from the room) or book the room for study sessions or video screenings. Please see Teresa Durham for access and to make bookings.

Useful links

Scholarships

<https://www.victoria.ac.nz/scholarships>

Honours degrees

<https://www.victoria.ac.nz/study/programmes-courses/postgraduates/honours>

BA (Hons)

<https://www.victoria.ac.nz/explore/postgraduate-programmes/bachelor-of-arts-with-honours/overview>

BA (Hons) History

<https://www.victoria.ac.nz/explore/postgraduate-programmes/bachelor-of-arts-with-honours/requirements?subject=history-baho>

Postgraduate History

<https://www.victoria.ac.nz/explore/postgraduate-subjects/history/overview>

Enrolment for 2020 is open now!

AND the **New Zealand Historical Association conference** is being hosted by Victoria University of Wellington 28-30 Nov 2019 with Postgrad day on Wednesday 27 Nov.

<https://nzha.org.nz/conferences-2/conference-2019-kanohi-ki-te-kanohi-histories-for-our-time/> If you're interested in being part of this exciting opportunity talk to us or contact conference administrator Hayden Thorne: nzha2019@vuw.ac.nz