



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
HISTORY PROGRAMME 2008  
CRN 7521

**HIST 112: INTRODUCTION TO NEW ZEALAND HISTORY**  
**FIRST TRIMESTER COURSE GUIDE**

**The location of the History Programme**

History is housed on the 4th and 5th floors of the Old Kirk building. Rooms in Old Kirk are given the prefix OK. Additional course information will be posted on the History Programme's notice board, 4th floor, OK and on the Blackboard site for the course at <http://www.blackboard.vuw.ac.nz>.

History Programme Office: Tel: 463 5344, Fax: 463 5261.

**Course Organisation**

**1. Teaching Staff:**

Course Coordinator: Associate-Professor Charlotte Macdonald

Room: OK 416

Phone: 463 6761

email: [charlotte.macdonald@vuw.ac.nz](mailto:charlotte.macdonald@vuw.ac.nz)

Other Lecturers: Dr Cybele Locke

Room: OK 426

Phone: 463 6773

Email: [cybele.locke@vuw.ac.nz](mailto:cybele.locke@vuw.ac.nz)

Professor Rob Rabel

Pro Vice Chancellour (International), VUW

Tutors: To be advised.

**2. Contacting staff:**

For any enquiries you might have concerning HIST 112 you should contact your tutor in the first instance (at the first tutorial, your tutor will give you his or her phone number, office number and office times). That is, your tutor will be available at specified times during each week of the semester to answer routine enquiries, e.g. handouts, advice on assignments and readings, or general assistance with your study programme.

On important issues, tutors will consult with or refer you to the Course Coordinator, Charlotte Macdonald, OK 416.

**3. Class times and venue:**

*Lectures:* There are two lectures a week on Mondays and Thursdays, 11.00–11.50, in the Maclaurin Lecture Theatre (MC) LT 103.

*Tutorials:* Tutorial groups will be organised in the first week – see instructions for sign-up to tutorial groups in box below. Tutorials meet for the first time in the second week of the trimester (week beginning 3 March).

**This course will use S-Cubed for tutorial registration.**

Use your internet browser to go to: <https://signups.vuw.ac.nz>

Use your normal login to sign into S-Cubed. Click on the course you are enrolled in from the list. You will see info about your course and about the different tutorial sessions. Sign up to your preferred session by clicking on the "sign up" button.

**4. Course description:**

This course is an introduction to the history of Aotearoa/New Zealand in the twentieth century, and the relating historiography (ie, the study of historical interpretations and understandings of that history). There is a growing interest in the history of New Zealand and the ways it has been written about in the past and in the present. The broad theme is contest, including the contests generated through class, gender and race interactions. The paper surveys various 'New Zealand wars' in the twentieth century. The definition of war is wide-ranging. That is the course covers the military contests in the world wars, the war against poverty, gender struggles and race conflict, among a range of topics.

The course has several purposes:

- to explore the changing patterns and organisation of social groups (based on class, race and gender for example);
- to consider how the interests of these groups were expressed in social and political movements and the interplay of these movements and the wider society; and
- to analyse the historical records and artefacts used to construct histories of New Zealand.

**5. Aims and objectives of the course:**

There are two main objectives for HIST 112:

5.1. To enable students to acquire an understanding of some of the key patterns and processes concerning twentieth-century New Zealand social, cultural and political history;

5.2. To introduce and develop students' skills in reading, comprehension, research, analysis and criticism by navigating historical debates, evaluating historical arguments, locating and interpreting various kinds of sources; and to provide opportunities to develop skills in writing, constructing and presenting an argument in written forms and in oral discussion and presentation.

The lectures are designed to raise issues concerning these key patterns and processes in New Zealand's twentieth-century social, cultural and political history; you should also gain a good general grounding in key events and historical trends for the period. The tutorial programme is designed to develop skills in reading, comprehension, research and debate, together with those required for writing essays.

**6. Texts and Course materials:**

Every student should have their own copy of the HIST 112 Book of Readings which can be purchased at the Student Notes Shop, Ground floor, Student Union building. All students should have their own copy of *Writing History Essays*, which can be purchased at the Student Notes Shop, Ground floor, Student Union building. It is also available in electronic form at [www.vuw.ac.nz/history](http://www.vuw.ac.nz/history) (it is a large file, 58pp, 400 KB PDF file).

Students could consider purchasing one or more of the following course texts, which can be purchased at the VUW Bookshop:

Michael King, *The Penguin History of New Zealand*, Auckland, 2003.

The final work of the late Michael King. A single volume history of New Zealand and New Zealanders from the beginning of human habitation to the present. An excellent introduction to the broad sweep of New Zealand history.

Philippa Mein Smith, *A Concise History of New Zealand*, Melbourne, 2005

A very valuable broad overview incorporating recent research in New Zealand history. Provides coverage of the 20<sup>th</sup> century as part of broader scope.

James Belich, *Paradise Reforged: A History of the New Zealanders from the 1880s to the year 2000*, Auckland, 2001

A monograph which emphasizes the close relationship between Britain and New Zealand. Belich argues that New Zealand's growing independence was stifled after the 1880s when the colony was retied to Britain economically with serious cultural implications. This text is more useful as a thought-provoking narrative rather than a reference work.

Bronwyn Dalley, *Living in the 20<sup>th</sup> Century: New Zealand history in Photographs, 1900-1980*, Wellington, 2000.

Illustrated thematic survey of the twentieth century. It usefully summarises recent New Zealand historiography.

Geoffrey W. Rice, ed., *The Oxford History of New Zealand*, revised edition, Auckland, 1992

Provides comprehensive coverage for the whole period included in HIST 112, also detailed bibliographies for each chapter and a useful series of maps and tables. *The Oxford History* is strongly recommended for background and supplementary reading, as a reference source for use in HIST 112, and as the core for building a personal library for those with a continuing interest in New Zealand history.

Keith Sinclair, ed., *The Oxford Illustrated History of New Zealand*, 2nd edition, Auckland, 1997

Illustrated topical chapters across 19th and 20th centuries. Very useful for some parts of the course.

Ranginui Walker, *Ka Whawhai Tonu Matou- Struggle Without End*, revised edition, Auckland, 2004

Survey history of Aotearoa/New Zealand focusing on last 150 years, written from a Maori perspective. Revised edition includes coverage up to the foreshore and seabed issue. First published 1990. Please note, it appears this book has recently gone out of print. It may come back into print in the near future but if not, there will be a large number of copies available on the secondhand market.

## 7. Assessment, course work and formal requirements:

To pass the course students are required to gain an overall mark of 50%, for the work which is specified as contributing to the final grade. The course assessment is designed to assess analytical and essay writing skills as well as research and source appraisal skills. Assessment in HIST 112 in 2008 is comprised as follows

### Library exercise

Worth 5% final grade, due 5pm, **Friday 14 March**.

### Tutorial Exercise:

Worth 5% of final grade due on **allocated date** between weeks 4 – 11 of course (17 March – 26 May).

### Research and Review Assignment

Worth 25% of final grade, due 5pm, **Monday 7 April**.

### Essay

Worth 35% of final grade, due 5pm, **Friday 16 May**.

### Class test (5 short paragraph answers) held in lecture hour

Worth 30% of final grade, **Thursday 29 May**.

Assignments are to be delivered to the essay box at the History office, OK 405, 4th Floor, Old Kirk Building. Tutorial exercises are to be handed in to the tutor at the conclusion of the relevant tutorial session.

### Course Assessment

The library and tutorial exercises, research and review assignment, essay and test are designed to develop students' ability to locate materials of relevance, appraise the historiography critically, to write well and to provide an adequately referenced piece of work.

The essay is also intended to assess the identification and discussion of

historical issues, the extent of reading on a topic, and the marshalling of evidence and construction of a coherent argument within an essay context.

The end-of-course test assesses knowledge and critical appreciation of a range of topic areas. It will be based on the material presented in the course with particular reference to work covered in tutorials.

### *Course work*

In order to pass the course students must regularly attend tutorials, submit both assignments, library and tutorial exercises, sit the final test and receive an overall pass grade.

The tutorial programme is an important part of the course. You are expected to prepare for tutorials each week by reading the pieces set for discussion and considering the questions relating to them.

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST 112. This includes 3 hours of lectures and a 1 hour tutorial per week.

### *Mandatory course requirements*

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- (b) Attend at least 8 tutorials.

Students are *strongly encouraged* to attend *all* tutorials. The minimum attendance required is 8 tutorials. In cases of *serious* illness (supported by a medical certificate) or *serious* personal crisis, additional consideration will be given. **THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ABSENCES.**

**PLEASE NOTE** that **Friday 6 June 2008** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on

which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 6 June must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

**NB:** A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

## **8. Policy on assignments:**

The points below apply to both the research and review assignment and the essay:

### 8.1. Assignment assistance:

If you have difficulty with the assignments please see your tutors, they are there to help. Tutors, however, do not read drafts; students have to take responsibility for their own work and inequities can arise when some students' work is read and not others. Tutors will be very willing to discuss assignments in general terms with students.

More general help with written work, organisation, study, written expression, etc. is available through Student Learning Support Services. Look for notices of these Services in *Salient* and on university noticeboards at the beginning of the semester. Your tutors will be able to give you more information about these. See also further information given below in this Course Guide.

### 8.2. Assignment presentation:

Proofread your work for typographical, grammatical and spelling errors before handing it in. Is the prose clear, structure coherent, and argument well-supported? Does the essay answer the question? Watch for unnecessary detail, irrelevant material or descriptive passages which do not add to the answer. Make sure you have included a Bibliography with full, accurate and consistent citations. See the advice in the guide *Writing History*

## Essays.

Assignments are to be submitted in hardcopy and electronically. Hardcopy assignments must have

- a completed cover sheet attached. Cover sheets are available from the History office, Level 4, Old Kirk building, and electronically on the HIST 112 Blackboard site.
- the pages must be numbered
- be printed on A4 paper
- be properly footnoted and include a bibliography
- you are strongly advised to keep a copy of the assignment.

Further guidance on electronic submission will be given during the course. See below at 8.6.

### 8.3. Word limits

It is important that you adhere to the word limits. Failure to keep to the word limit set for assignments can result in markers refusing to read that part of the essay which is in excess of the word limit or in a penalty for seriously under-length work.

### 8.4. Extensions

The assignments must be handed in *by the due date*. You are expected to keep to deadlines in fairness to other students. Extensions will be granted only in exceptional circumstances, where ill-health, bereavement or personal difficulties of a serious nature close to the due date prevent completion. An example of an exceptional circumstance would be illness supported by a certificate from a medical practitioner. Students facing difficulties in these respects are expected to contact their tutors at least two days in advance of the due date.

Please note that lack of organisation, word-processing failures and other work demands are not 'good reasons'. As the due dates for assignments are

notified well in advance, pressure of other university work or difficulties in obtaining books will not be accepted as reasons for extensions. For those with medical or other personal difficulties of a serious nature, Extension Request forms are available from the History Office.

These should be submitted at least two days in advance of the due date and such requests require the approval of the course co-ordinator. If you are too ill, or otherwise unable to come to university, you should phone the History Programme at 463 5334 at least two days in advance of the due date, leave your name and circumstances and complete the form when you return to university.

### 8.5 Late work and penalties

Students will be penalised for late submission of essays - a deduction of:

**5% for the first day late and,  
2% thereafter for a maximum of 8 days.**

**Thereafter work can be accepted for mandatory course requirements but will not be marked.** However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

### 8.6. Electronic Submissions

**You must also submit your essay electronically, to be checked on TurnItIn.com.** You will be given further details in lectures and tutorials.

### Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## 9. Aegrotats

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first** trimester courses in 2008 the starting point for this period is Monday **12 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the

course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

## 10. General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## GETTING TO KNOW THE LIBRARY

The University Library's collections, catalogues and databases provide the core materials for the study of History. Getting to know what is there, and knowing how to access the Library collections is a key step to successful and enjoyable completion of this course, and will provide a foundation for all your future study, in whatever direction that takes you.

During the first week **we strongly suggest** that you begin finding out about the Library and how to use it. As tutorials do not meet in this first week (25 – 29 February) spend at least one hour doing one or more of the following:

**Take a library tour:** General Library tours are run during Orientation and in the semester breaks. In addition you can take a self-guided tour using the 'Navigator Walking Tour of the Library' brochure available from the Issues Desk, level 2, Library – at any time.

**On-line, from the VUW website [www.vuw.ac.nz](http://www.vuw.ac.nz)** click on 'Library' under QUICKLINKS on lower left panel. This takes you to the VUW Library home page. Save this as one of your favourites. From here you have access to all the Library's collections and services. The most important of these are the Catalogue and Databases under the 'Research' heading, and Instruction & Support under the 'Services' heading. Click on Instruction & Support and follow the trail:

'How to use the Catalogue', 'Library tours', 'Getting around the Library', 'Additional Tutorials and Guides', and then you are strongly advised to complete the on-line tutorial 'Using Library Research Tools Tutorial'.

When you have done this, test out what you have learned. Look for items in the catalogue, walk around the Library – you can find books, journals; videos, DVDs and music on Level 9; photocopiers on several floors; official publications (yearbooks, parliamentary papers, etc) on Level 1, and the best views in Wellington!

Resources of particular interest to History and general finding guides are

located under 'Subject Guides' under the 'Research' heading on the Library home page. See 'History' and 'History – New Zealand'.

Visit the library webpage or ask a librarian for further help. The Library is there for you to use.

## General and Reference works in New Zealand History

In addition to the recommended general texts in New Zealand History listed under section 6 above, the following works are key reference guides. Further sources are listed in the Tutorial exercise outline below and will be introduced in the Cybercommons workshops in week 3.

### *New Zealand Journal of History*

Students should make use of the *New Zealand Journal of History* – published since 1967 and the basic reference source for articles on the history of Aotearoa/New Zealand. All volumes are held on Closed Reserve Book reviews in this journal are also highly valuable sources.

G.H. Scholefield, *Dictionary of New Zealand Biography*, vols. 1-2, Wellington, 1940

*Dictionary of New Zealand Biography*, vols. 1-5, Wellington and Auckland, 1990-2000, also available on-line at [www.dnzb.govt.nz](http://www.dnzb.govt.nz)

Malcolm McKinnon, ed., *New Zealand Historical Atlas*, Auckland, 1997

Ministry of Culture and Heritage History Group, [www.nzhistory.net.nz](http://www.nzhistory.net.nz)

*New Zealand's Heritage: The Making of a Nation*, Wellington, 1971-3

*New Zealand Official Yearbook*, 1900-2007

A.H. McLintock, ed., *Encyclopedia of New Zealand*, vols. 1-3, Wellington, 1966, available on-line within [www.teara.govt.nz](http://www.teara.govt.nz)

*TeAra: the Encyclopaedia of New Zealand*, 2005 and ongoing, on-line encyclopedia, at [www.teara.govt.nz](http://www.teara.govt.nz)

G.A. Wood, *Studying New Zealand: A guide to sources*, Dunedin, 1999, provides useful guidance for historical sources.





**LECTURE PROGRAMME - 2008**

CM Charlotte Macdonald

CL Cybele Locke

Monday and Thursday lectures are in Maclaurin LT 103.

*Tutorial groups posted at the end of this week*

Monday 25 February 20<sup>th</sup> Century New Zealand – a foreign country?  
Introduction, organisation, themes. CM

Thursday 28 February c.1900-1914  
God's Own Country: the promises and  
disappointments of a new century CM

*Tutorial groups meet week of 3 – 7 March: The end of Australasia, the beginning of 'New Zealand'?*

Monday 3 March Who is a New Zealander? Race, nation, rugby  
and  
babies CM

Thursday 6 March Strike, revolution and the tragedy of Waihi CM

*Tutorial week of 10 – 14 March: Searching for history in text and type-Cybercommons workshops*

Monday 10 March c.1914-1929  
Empire and dominion: Aotearoa/New Zealand  
and the 'Great War' CM

Thursday 13 March Glorious tragedy: the meanings of WW1. CM

**Lecture in Hunter Council Chamber, Level 2, Hunter Building (north end)****LIBRARY ASSIGNMENT DUE FRIDAY 14 MARCH 5PM***Tutorial week of 17 – 21 March: Patriotism and memory – contemporary debates, consensual memory?*

Monday 17 March Sickness and health – in body and belief. CM

Thursday 20 March Making modern lives & Massey's memorial: the  
enigma of the 1920s CM

*EASTER: Tutorials do not meet week 24-28 March*

Monday 24 March EASTER MONDAY – NO LECTURE

Thursday 27 March New directions in Maoridom: Makereti and her  
peers - Paul Diamond, History Group, MCH

*Tutorial week of 31 March – 4 April: The virtue of poverty? Barefoot and homeless in Depression New Zealand*

Monday 31 March The Sugarbag Years: 1929-1939 CL

Thursday 3 April Cradle to the Grave: Labour's ambition CM

*Tutorial week of 7 - 11 April: The Second World War as a turning point for social change?***RESEARCH & REVIEW ASSIGNMENT DUE MONDAY 7 APRIL 5PM**

Monday 7 April Centennial Stories, 1940 CM

Thursday 10 April 1939-45: The People's War? CM

*Mid-semester break (14 – 27 April)**Tutorial week of 28 April – 2 May : Design for living – the postwar promise*

1950-69  
Monday 28 April Wharfies: Public Enemy Number 1? CL

Thursday 1 May Economic Prosperity and Social Conformity CL

*Tutorial week of 5 – 9 May : One people no longer?*

Monday 5 May Nga Tamatoa to Waitangi Action CL

Thursday 8 May Liberation from Nappy Valley CL

*Tutorial week of 12 – 16 May: Living in the South Pacific – global politics, local arguments*

Monday 12 May New Zealand's Vietnam - Professor Rob Rabel

Thursday 15 May Overstayers: New Zealand in the Pacific?

The Pacific in New Zealand? CL

**ESSAY DUE FRIDAY 16 MAY 5PM**

*Tutorial week of 19 – 23 May: Symbols and invented traditions*

Monday 19 May Economic Restructuring: Growing the  
Rich/Poor Gap CL

Thursday 22 May For Shore and Seabed: the Vexed Issue of Maori  
Sovereignty CL

*Tutorial week of 26 – 30 May: Multicultural New Zealand, bicultural histories?*

Monday 26 May Conclusions, revision, course evaluations CM

Thursday 29 May **CLASS TEST – LECTURE HOUR, MCL 103**

## ASSIGNMENTS

DUE DATES	
Library exercise:	Friday 14 March, 5pm
Tutorial Exercise:	Once between weeks 4 and 11 of course (17 March – 26 May); allocations will be made in week 2 of the course.
Research & Review:	Monday 7 April, 5pm
Essay:	Friday 16 May, 5pm
End of course Test:	Lecture hour, Thursday 29 May

**ALL READINGS LISTED UNDER RESEARCH & REVIEW ASSIGNMENT AND ESSAY TOPICS ARE ON CLOSED RESERVE, VUW LIBRARY.**

### 1. LIBRARY EXERCISE

**Due Friday 14 March, 5pm.**

**Hand in at posting slot, History office, Old Kirk Building 405.**

**Worth 5% of final grade.**

The Library Exercise will be distributed in the first week of the course.

### 2. TUTORIAL EXERCISE

**Due on allocated date during weeks 4 to 11 of course (17 March – 26 May).**

**Your date for presentation will be given to you in week 2.**

**Hand in to tutor at end of tutorial in which exercise is presented.**

**Worth 5% of final grade.**

Students are required to prepare, present and submit one tutorial exercise relating to sources used in History during the Tutorial Programme - see HIST 112 Book of Readings, pp.iii-v.

**The exercise requires you**

- **to locate a source relating to the subject of the week's tutorial discussion and make a 3 minute oral presentation to the tutorial group about it;**
- **answer 4 brief questions concerning the source on the Tutorial Exercise template (see below). Further copies are available on the blackboard site for the course and from your tutor.**

Sources can be primary or secondary:

- journal articles, books, videos/dvds, official publications, located using the VUW Library catalogue ([www.vuw.ac.nz/library](http://www.vuw.ac.nz/library));
- entries in *Te Ara: the Encyclopedia of New Zealand* ([www.teara.govt.nz](http://www.teara.govt.nz)), *Dictionary of New Zealand Biography* ([www.dnzb.govt.nz](http://www.dnzb.govt.nz)), McLintock's *Encyclopaedia* (also available on [www.teara.govt.nz](http://www.teara.govt.nz) but be aware this is a 1966 publication in a 21stC digital format);
- images in Timeframes ([www.natlib.govt.nz](http://www.natlib.govt.nz)) or located using Matapihi ([www.matapihi.org.nz](http://www.matapihi.org.nz)), moving images held by the New Zealand Film Archive ([www.filmarchive.org.nz](http://www.filmarchive.org.nz));
- material objects – flags, monuments, objects on display at Te Papa or elsewhere;
- entries in digital sources such as *Te Ao Hou* ([www.teahou.natlib.govt.nz](http://www.teahou.natlib.govt.nz)) a 1950s-70s source now available in digital format, *Papers Past* (<http://paperspast.natlib.govt.nz>), etc.

These sources – and others – will be introduced in the 'Searching for History in text and type' Cybercommons workshop held in week 3 of the course (10-14 March).

**Where do I begin to look for relevant sources?**

In the **first** instance look at the sources listed on p.x of the HIST 112 Course Guide.

**Second**, consult the sources listed above.

**Third**, in week 3 of the course (10-14 March), we will be running tutorial sessions 'Searching for History in text and type' in CyberCommons rooms. These sessions are designed specifically to introduce you to the sources you will find useful for these exercises. You will receive a handout listing the sites visited at the end of these sessions.

**Fourth**, use the sources listed in the 'History in Wellington – Whanganui-a-Tara' handout distributed in the first lecture (and available on Blackboard site for the course <http://blackboard.vuw.ac.nz>).

**Fifth**, see the links provided on the Blackboard electronic site for the course at <http://blackboard.vuw.ac.nz> (External links, E-DNZB, NZHistory Net).

The chosen source **cannot** be an article or book reference which appears in the HIST 112 Book of Readings– i.e. a reading for the week or a reference given for Research & Review Assignment or Essay (but could be a source located through using footnotes to such items).

All sources must be in the public domain – ie, in a place where someone else can find them. Your reference should be complete, accurate and sufficient to enable it to be located easily (and should follow the same format as for a reference given in a footnote or item in a bibliography for an essay – see *Writing History Essays* for further guidance).

Your brief presentation to the class, and the questions you are asked to complete as the written form of the exercise are as follows:

- what is the source and where is it located (answer in same format as reference given in a footnote or bibliography).
- how was it located?
- how might the source assist in answering questions posed by tutorial topic of the week?

- identify the strengths and weaknesses of this source. How reliable is this source? How much weight should be given to this source in any historical explanation?

The exercise is required to be handed in at the end of that tutorial – i.e. on the day of presentation, on the template attached to this course guide (additional copies are available from your tutor and from the blackboard site for the course).

The aims of the exercise are:

- to develop knowledge, and searching skills, in sources of New Zealand history;
- to link knowledge of sources (especially primary sources) to wider understandings built by historians. (Ie, how do the 'residues' of history as lived: the raw materials referred to historians as primary sources, become 'material' for History as told?);
- to develop creative and critical abilities in locating and using a variety of sources in history-making;
- to provide an additional focus for tutorial discussions.

### 3. RESEARCH AND REVIEW ASSIGNMENT: PEOPLE, TEXT AND CONTEXT

**Due Monday 7 April, 5pm.**

**Hand in at posting slot, History office, Old Kirk Building 405.**

**The Research and Review assignment is worth 25% of final grade.**

**1200 words, including Bibliography.**

Choosing one of the people listed below, your task in this assignment is to research the life of an historical figure, the context in which that person became known to their contemporaries, and the ways in which the person's life has been remembered and interpreted in History.

Having found out something about the person and about the history written

about them, you must now imagine you are making a case for the person to be the subject of a newly commissioned public statue to be funded by whichever government is elected to office in the 2008 New Zealand general election.

Write a 100-150 word plaque to put at the foot of the statue, and a 1,000 word briefing paper setting out the case for how this person should be remembered. You are writing the briefing paper as an historian providing professional advice rather than as a lobbyist or politician.

The assignment requires you to locate, read and accurately cite a variety of sources of historical information (using footnotes and a bibliography); to understand and appraise varying historical interpretations; and place an historical subject in context.

The general texts for the course should be consulted along with the particular works listed below. Your assignment should include a bibliography listing all sources used in preparation of the assignment. See *Writing History Essays* for guidance, including correct citation for footnotes and bibliography (accessible at [www.vuw.ac.nz/history](http://www.vuw.ac.nz/history), and as a booklet from the Student Notes Shop).

### **1. Frederick G. Evans (1881-1912). Martyr, hero, stirrer, or simply an unfortunate casualty?**

Melanie Nolan, eds, *Revolution: the 1913 great strike in New Zealand*, Christchurch, 2006

Erik Olssen, *The Red Feds: revolutionary industrial unionism and the New Zealand Federation of Labour 1908-13*, Auckland, 1988, especially chapters 12 and 13

Philip Rainer, 'Evans, Frederick George 1881-1912', *Dictionary of New Zealand Biography*, Volume 3, Auckland and Wellington, 1996, pp.153-4 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))

Stanley Roche, *The Red and the Gold: an informal account of the Waihi strike 1912*, Auckland, 1982

Bert Roth and Janey Hammond, *Toil and Trouble: the struggle for a better life in New Zealand*, Auckland, 1981

### **2. Frederick Truby King (1858-1938). Saviour of children or deluded obsessive?**

Barbara Brookes, 'King, Frederic Truby 1858-1938', *Dictionary of New Zealand Biography*. Volume 2, Wellington, 1993, pp.257-9 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))

Linda Bryder, 'Perceptions of Plunket: Time to Review Historians Interpretations', Linda Bryder and Derek Dow, eds., *New Countries and Old Medicine*, Auckland, 1994, pp. 97-104

Linda Bryder, *A voice for mothers: the Plunket Society and infant welfare, 1907-2000*, Auckland, 2003

Lloyd Chapman, *In a strange garden: the life and times of Truby King*, Auckland, 2003

M.T.King, *Truby King the man*, London, 1948

Erik Olssen, 'Truby King and the Plunket Society: An Analysis of a prescriptive Ideology', *New Zealand Journal of History*, 15: 1 (October 1981), pp.3-23

Philippa Mein Smith, 'Truby King in Australia- A revisionist view of reduced infant mortality', *New Zealand Journal of History*, 22: 2 (October 1988), pp. 23-43

Philippa Mein Smith, *Mothers and king baby: infant survival and welfare in an imperial world: Australia 1880-1950*, Basingstoke, 1997.

**3. Ettie Rout (1877-1936). Was she 'the most wicked woman' or a 'guardian angel'?**

Ian McGibbon with the assistance of Paul Goldsmith, ed, *Oxford Companion to New Zealand Military History*, Auckland, 2000, various entries including 'First World War, pp.174-5; 'Ettie Rout', p.453; 'Venereal disease', pp.554-5

P.S. O'Connor, 'Venus and the Lonely Kiwi: the war effort of Miss Ettie Rout', *New Zealand Journal of History*, 1: 1 (April 1967), pp.11-32

Chris Pugsley, *The ANZAC experience: New Zealand, Australia and Empire in the First World War*, Auckland, 2004

Jane Tolerton, 'Ettie Rout 1877-1936', Charlotte Macdonald, Merimeri Penfold and Bridget Williams, eds, *The Book of New Zealand Women/Ko Kui Ma te Kaupapa*, Wellington, 1991, pp.574-8

Jane Tolerton, *Ettie: a life of Ettie Rout*, Auckland, 1992

Jane Tolerton, 'Rout, Ettie Annie 1877-1936', *Dictionary of New Zealand Biography*, Volume 3, Auckland and Wellington, 1996, pp. 443-4

**4. Te Puea Herangi (1883-1952). Traditionalist or moderniser? Tribal or national leader?**

Michael King, *Te Puea: a biography*, Auckland, 1977 (and subsequent editions)

Michael King, 'Between two worlds', G.W. Rice, ed, *Oxford History of New Zealand*, rev. ed., Auckland, 1992, chapter 11

Ann Parsonson with Te Arikinui Te Atairangikaahu, Heeni Wharemaru, Mere Taka, Tauhou Mokena and Denese Henare, 'Herangi, Te Kirihaehae Te Puea 1883-1952', *Dictionary of New Zealand Biography*, Volume 3, Auckland and Wellington, 1996, pp. 208-211 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))

*Te Kingitanga. The people of the Maori King Movement: essays from the Dictionary of New Zealand Biography*, foreword by Sir Robert Te Kotahi Mahuta, introduction by Angela Ballara, Auckland and Wellington, 1996

Ranginui Walker, *Ka Whawhai Tonu Matou – Struggle without end*, Auckland, 1990, rev. ed, 2004

**5. Archibald Baxter (1881-1970). Defied the law but was a hero to some? Would a monument to Baxter detract from the Tomb to the Unknown Warrior constructed and dedicated in 2004?**

Paul Baker, *King and Country Call: New Zealanders, conscription and the Great War*, Auckland, 1986

Archibald Baxter, *We Will Not Cease*, London, 1939 and subsequent editions (also accessible at New Zealand Electronic Text Centre: <http://www.nzetc.org/tm/scholarly/tei-BaxWeWi.html>)

Millicent Baxter, *The Memoirs of Millicent Baxter*, Whatamongo Bay, 1981

John Crawford and Ian McGibbon, eds, *New Zealand's Great War: New Zealand, the Allies and the First World War*, Auckland, 2007, especially introduction and chapters 4 and 31

David Grant, *Out in the Cold: pacifists and conscientious objectors in New Zealand during World War II*, Auckland, 1986, introduction

David Grant, 'Baxter, Archibald McColl Learmond 1881-1970', *Dictionary of New Zealand Biography*, Volume 3, Auckland and Wellington, 1996, pp. 40-1 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))

Ian McGibbon with the assistance of Paul Goldsmith, ed, *Oxford Companion to New Zealand Military History*, Auckland, 2000, various entries including 'Baxter, Archibald', p.55; 'Conscientious objectors', pp.115-7; 'First world war', pp.174-5

Frank McKay, *The Life of James K. Baxter*, Auckland, 1990, early chapters

Chris Pugsley, "'Flotsam on the Fringe of Hell": discipline and morale in the NZEF', chapter 7, *The ANZAC Experience: New Zealand, Australia and Empire in the First World War*, Auckland, 2004, pp.148-164

Tomb of the Unknown Warrior, National War Memorial, Cable Street, Wellington (a monument). See also 'Tomb of the Unknown Warrior', <http://www.nationalwarmemorial.govt.nz/tomb.html>

The aims of the Research and Review Assignment are:

- to develop research skills in History
- to develop skills in reading carefully and questioningly
- to consider the role of the individual in History
- to consider different historical interpretations (selection, emphasis, attribution of cause, meaning, action, statement)
- to provide an opportunity to present conclusions in clear and imaginative form (and to develop writing skills).

#### 4. ESSAY

**Due Friday 16 May, 5pm.**

**Hand in at posting slot, History office, Old Kirk Building 405.**

**The Essay is worth 35% of final grade.**

**2,200 words including Bibliography.**

Answer **one** of the following questions. The essay should be around **2,000 words** in length and include a Bibliography listing all the works used in the preparation of the assignment – a total of around 2,200 words.

See *Writing History Essays* for general guidelines and instructions on how to cite references in footnotes and Bibliography (available from Student Notes Shop or at [www.vuw.ac.nz/history](http://www.vuw.ac.nz/history)).

The recommended general texts in the Course Guide are a useful starting point for all essay questions.

NZJH: *New Zealand Journal of History*

#### 1. In what ways did the 1914-18 war shape the hopes and fears of a generation of New Zealanders?

Paul Baker, *King and Country Call: New Zealanders, conscription and the Great War*, Auckland, 1988

Michael Bassett and Michael King, *Tomorrow Comes the Song: A life of Peter Fraser*, Auckland, 2000, especially chapters 4-6

Archibald Baxter, *We Will Not Cease*, London, 1939 (and subsequent editions). Autobiography of a conscientious objector.

Bronwyn Dalley, 'Women's Patriotic Associations' in Anne Else, ed, *Women Together: a history of women's organisations in New Zealand*, Wellington, 1993, pp.306-8

*Dictionary of New Zealand Biography*, Wellington and Auckland 1990-2000 (also available at [www.dnzb.govt.nz](http://www.dnzb.govt.nz)) relevant entries

Ashley Gould, 'Soldier settlement', in Ian McGibbon, ed., *The Oxford Companion to New Zealand Military History*, Auckland, 2000, pp.498-502

Barry Gustafson, *From the Cradle to the Grave: a biography of Michael Joseph Savage*, Auckland, 1986, especially chapters 5-6

Michael King, *Te Puea, a Biography*, Auckland, 1977 (and subsequent editions)

Ian McGibbon, ed., *The Oxford Companion to New Zealand Military History*, Auckland, 2000 (relevant entries)

John Crawford and Ian McGibbon, eds, *New Zealand's Great War: New Zealand, the Allies and the First World War*, Auckland, 2007

Christopher Pugsley, *Te Hokowhitu A Tu. The Maori Pioneer Battalion in the First World War*, Auckland, 1995

Anna Rogers, *While You're Away. New Zealand Nurses at War, 1899-1948*, Auckland, 2003, especially chs 3-10

Keith Sinclair, *Walter Nash*, Auckland, 1986  
 Jane Tolerton, *Ettie. A Life of Ettie Rout*, Auckland, 1992  
 Scott Worthy, 'A debt of honour: New Zealanders' first Anzac Days', *NZJH*, 36: 2 (October 2002), pp.185-200

**2. Was New Zealand's natural beauty 'discovered' in the 1920s and 30s? If so, by whom and for what purpose was that beauty valued?**

*Dictionary of New Zealand Biography*, Wellington and Auckland, 1990-2000 (relevant entries). Also available at [www.dnzb.govt.nz](http://www.dnzb.govt.nz).  
 Ross A. Galbreath, *Working for Wildlife. A history of the New Zealand Wildlife Service*, Wellington, 1993, especially chs.1-3  
 Margaret McClure, *The Wonder Country. Making New Zealand Tourism*, Auckland, 2004, especially chs.3-5  
 Michael Roche, 'The state as conservationist, 1920-60. "Wise use" of forests, lands and water', Eric Pawson and Tom Booking, eds, *Environmental Histories of New Zealand*, Melbourne, 2002, pp.183-99  
 Kirstie Ross, "'Schooled by nature": Pakeha tramping between the wars', *NZJH*, 36: 1 (April 2002), pp.51-65  
 Paul Star and Lynne Lochhead, 'Children of the burnt bush: New Zealanders and the indigenous remnant, 1880-1930', Eric Pawson and Tom Booking, eds., *Environmental Histories of New Zealand*, Melbourne, 2002, pp.119-35  
 David Young, *Our Islands, Our Selves: a History of Conservation in New Zealand*, Dunedin, 2004, especially, ch.5

**3. Why was housing such a prominent part of the 1935 Labour government's programme and how did it remain part of New Zealand's 'welfare state' until the 1970s?**

Michael Bassett with Michael King, *Tomorrow Comes the Song: A Life of Peter Fraser*, Auckland, 2000  
 Bruce Brown, *The rise of New Zealand Labour: A History of the New Zealand Labour Party from 1916 to 1940*, Wellington, 1962  
 Margaret Clark, ed., *Peter Fraser: Master Politician*, Palmerston North, 1998  
 Julia Gatley, 'Going up rather than out. State Rental Flats in New Zealand 1935 - 1949', Barbara Brookes, ed., *At Home in New Zealand. Houses,*

*History, People*. Wellington, 2000, pp.140 - 154  
 Barry Gustafson, *From the Cradle to the Grave: A biography of Michael Joseph Savage*, Auckland, 1986  
 Elizabeth Hanson, *The Politics of Social Security: The 1938 Act and some later developments*, Auckland, 1980  
 Penny Issac and Erik Olssen, 'The Justification for Labour's Housing Scheme. The Discourse of "the Slum."', Barbara Brookes, ed., *At Home in New Zealand. Houses, History, People*, Wellington, 2000, pp.107 - 124  
 Margaret McClure, *A Civilised Community: A History of Social Security in New Zealand 1898 - 1998*, Auckland and Wellington, 1998  
 Erik Olssen, *John A Lee*, Dunedin, 1977  
 Erik Olssen. 'Depression and War (1931 - 1949)', Keith Sinclair, ed., *The Oxford Illustrated History of New Zealand*, 2<sup>nd</sup> ed. Auckland, 1996  
 Erik Olssen. 'Towards a New Society', Geoffrey Rice, ed., *The Oxford History of New Zealand*, 2<sup>nd</sup> ed., Auckland, 1992, pp.254 - 284  
 Ben Schrader. 'Labour at Home. The First Labour Government and the Familial Suburban Ideal', Barbara Brookes, ed., *At Home in New Zealand. Houses, History, People*, Wellington, 2000, pp.125 - 139  
 Ben Schrader, 'The Other Story: Changing Perceptions of State Housing', *NZJH*, 40: 2 (October 2006), pp.156 - 170  
 Ben Schrader, *We Call It Home. A History of State Housing in New Zealand*, Auckland, 2005

**4. Was World War Two a turning point for Maori? If so, in what ways? If not, why not?**

Angela Ballara, 'Bennett, Charles Moihi Te Arawaka 1913-1998', *Dictionary of New Zealand Biography*, Volume 5, Auckland and Wellington, 2000, pp.52-4 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))  
 Hinemoa Ruataupare Awatere, 'Awatere, Arapeta Marukitepua Pitapitaunuiarangi 1910-1976', *Dictionary of New Zealand Biography*, Volume 5, Auckland and Wellington, 2000, pp.24-6 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))  
 Barbara Brookes, "'Assimilation" and "integration": the Maori Women's Welfare League in the 1950s', *Turnbull Library Record*, 36 (2003), pp.5-18  
 Wira Gardiner, *Te Mura o Te Ahi. The Story of the Maori Battalion*, Auckland, 1992



- Patricia Grace, *Tu*, Auckland, 2004 (a novel)
- Aroha Harris, 'Maori and "the Maori Affairs"', Bronwyn Dalley and Margaret Tennant, eds., *Past Judgement: Social policy in New Zealand History*, Dunedin, 2004
- Richard S. Hill, *State authority, indigenous autonomy. Crown-Maori relations in New Zealand Aotearoa 1900-1950*, Wellington, 2004, esp. chs 7 and 8
- Michael King, *Whina: a biography of Whina Cooper*, Auckland, 1983 (and subsequent editions)
- Michael King, 'Between two worlds', G.W.Rice, ed., *Oxford History of New Zealand*, 2<sup>nd</sup> ed., Auckland, 1992
- Robin McConnell and Puna McConnell, 'Henare, James Clendon Tau', *Dictionary of New Zealand Biography*, Volume 5, Auckland and Wellington, 2000, pp.214-5 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))
- Joan Metge, *A New Maori Migration: rural and urban relations in Northern New Zealand*, London, 1964
- Whai Ngata, 'Ngarimu, Te Moananui-a-Kiwa 1919-1943', *Dictionary of New Zealand Biography*, Volume 5, Auckland and Wellington, 2000, pp.370-1 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))
- Claudia Orange, 'An exercise in Maori autonomy: the rise and demise of the Maori War Effort Organization', *New Zealand Journal of History*, 21: 1 (April 1987), pp.156-172
- The Silent Migration: Ngati Poneke Young Maori Club 1937-1948: stories of urban migration* by Agnes Broughton et al, told to Patricia Grace, Irihapeti Ramsden and Jonathan Dennis, Wellington, 2001
- Te Ao Hou The New World*, quarterly magazine published by Maori Affairs Department, 1952-76, available at [www.teaohou.natlib.govt.nz](http://www.teaohou.natlib.govt.nz). Described in first issue as 'a marae on paper'.
- Ranginui Walker, 'Maori People since 1950', G.W. Rice, ed., *Oxford History of New Zealand*, 2<sup>nd</sup> ed, Auckland, 1992, ch.19
- Ranginui Walker, *Ka Whawhai Tonu Matou – Struggle Without End*, rev ed, Auckland, 2004
- Ranginui Walker, *He Tipua: the life and times of Sir Apirana Ngata*, Auckland, 2001
- Megan Woods, 'Dissolving the frontiers: single Maori women's migrations, 1942-69', Lyndon Fraser and Katie Pickles, eds., *Shifting Centres: women and migration in New Zealand history*, Dunedin, 2002
- 5. Melanie Nolan argues 'that the state's post-war labour market policy encouraged married women into paid employment and, in doing so, further undermined the male breadwinner wage and modified idealised concepts of motherhood.' (*Breadwinning*, p. 192) Do you agree or disagree? Analyse this argument and explain how much idealised concepts of motherhood and the male breadwinner wage changed (or did not change) during the 1950s and 1960s.**
- Peter Brosnan, David Rea and Moira Wilson, 'Labour Market Segmentation and the State: The New Zealand Experience', *Cambridge Journal of Economics*, 19 (1995), pp. 667-696
- Caroline Daley and Deborah Montgomerie, eds., *The Gendered Kiwi*, Auckland, 1999
- Helen May, *Minding Children, Managing Men*, Wellington, 1992
- Helen May, *Politics in the Playground: the world of early childhood in postwar New Zealand*, Wellington, 2001
- Melanie Nolan, *Breadwinning: New Zealand Women and the State*, Christchurch, 2000
- Rosemary Novitz, 'Bridging the Gap', Shelagh Cox, ed., *Public and Private Worlds: Women in Contemporary New Zealand*, Wellington, 1987
- 6. What was wrong with young people in the Hutt Valley in 1954 and what was done to tackle those and similar 'problems' faced by New Zealand 'youth' and their families in the period c.1950-65?**
- G.P. Barton, 'Mazengarb, Oswald Chettle 1890 - 1963'. *Dictionary of New Zealand Biography*, Volume 5, Auckland and Wellington, 2000, pp.344-5 (also accessible at [www.dnzb.govt.nz](http://www.dnzb.govt.nz))
- Bronwyn Dalley, *Family Matters: child welfare in twentieth-century New Zealand*, Auckland and Wellington, 1998

Bronwyn Dalley, 'The Golden Weather 1949-1965', Bronwyn Dalley and Gavin McLean, eds, *Frontier of Dreams: the story of New Zealand*, Auckland, 2005, chapter 11

*Give it a whirl*, videorecording, Wellington, 2004. Documentary on rock and roll and popular music in New Zealand.

Julie Glamuzina and Alison Laurie, *Parker and Hulme*, Auckland, 1991 *Heavenly Creatures* (feature film), 1994, dir Peter Jackson, screenplay Peter Jackson and Frances Walsh

Maureen Molloy, 'Science, myth and the adolescent female: the Mazengarb Report, the Parkre-Hulme trial, and the Adoption Act of 1955', *Women's Studies Journal*, 9: 1 (March 1993), pp.1-25

D.H. Monro, 'Juvenile delinquency and divorce', *Landfall*, no.33 (March 1955), pp.76-83

*Report of the Special Committee on Moral Delinquency in Children and Adolescents*, Wellington, 1954.

Margaret Tennant, *The Fabric of Welfare*, Wellington, 2007, especially chapter 3.2

**7. If the New Zealand government sent combat troops to Vietnam in 1965 for political rather than military reasons, what were those political considerations and what were the benefits (if any) which flowed from that decision?**

Larry H. Addington, *America's war in Vietnam : a short narrative history*, Bloomington, 2000

Graeme Dunstall. 'The Social Pattern', Geoffrey Rice ed., *The Oxford History of New Zealand*, 2<sup>nd</sup> ed., Auckland, 1992

Ian McGibbon. 'Forward Defence: The Southeast Asian Commitment', Malcolm McKinnon, ed., *New Zealand in World Affairs Volume II 1957 - 1972*, Wellington, 1991, pp.9 - 39

Ian McGibbon, ed., *Oxford Companion to New Zealand Military History*, Auckland, 2000, entries on Vietnam

Malcolm McKinnon, *Independence and Foreign Policy: New Zealand in the World Since 1935*, Auckland, 1993

Gordon McLauchlan, *The Passionless People*, Auckland, 1976

Roberto Rabel, *New Zealand and the Vietnam War: Politics and Diplomacy*, Auckland, 2005

Tim Shadbolt, *Bullshit and Jellybeans*, Wellington, 1971

Colin P. Sisson, *Wounded Warriors: The True Story of a Soldier in the Vietnam War and of the Emotional Wounds Inflicted*, Auckland, 1993

Randall Bennett Woods, *Vietnam and the American Political Tradition: The Politics of Dissent*, Cambridge and New York, 2003

**8. Why were New Zealand audiences required to see Joseph Strick's (dir) film adaptation of James Joyce's *Ulysses* in segregated theatres in 1967? (Men were in one cinema, women in another.) What does this episode reveal of social and cultural hopes, fears, anxieties and authorities in the 1960s?**

(NB The film was passed by the film censor for viewing in the Republic of Ireland on 27 September 2000.)

James Belich, *Paradise Reforged: a history of the New Zealanders*, Auckland, 2001, especially chapters 10 and 17

Barbara L. Brookes, 'A Germaine Moment: style, language and audience', Tony Ballantyne and Brian Moloughney, eds, *Disputed Histories: Imagining New Zealand's Pasts*, Dunedin, 2006, pp.191-213

'Censorship', Nelson Wattie and Roger Robinson, eds., *Oxford Companion to New Zealand Literature in English*, Auckland, 1998, pp.96-8

Paul Christoffel, *A short history of censorship in New Zealand*, Wellington, 1989

Bronwyn Dalley, 'The Golden Weather, 1949-1965', Bronwyn Dalley and Gavin McLean, eds. *Frontier of Dreams: the story of New Zealand*, Auckland, 2005, chapter 11, pp.307-336

Charlotte Macdonald, ed. and intro., *The Vote, the Pill and the Demon Drink: a history of feminist writing in New Zealand*, Wellington, 1993, chapter 6, pp.143-160

W.H. Oliver, *James K. Baxter: a portrait*, Wellington, 1983, chapter 5

Jock Phillips, 'Generations, 1965-1984', Bronwyn Dalley and Gavin McLean, eds., *Frontier of Dreams. The story of New Zealand*, Auckland, 2005, chapter 12, pp.337-364

G.W. Rice, ed., *Oxford History of New Zealand*, 2<sup>nd</sup> ed, Auckland, 1992, especially chapters by Gibbons, Dunstall and Oliver

Tim Shadbolt, *Bullshit and Jellybeans*, Wellington, 1971

Gordon Tait, *The Bartlett syndrome: censorship in New Zealand*, Christchurch, 1979

**9. Compare and contrast the campaigns of the women's movement in the early 1970s with those in the early 1980s.**

Auckland Women's Liberation, *Broadsheet* magazine, Auckland, 1972-

James Belich, *Paradise Reforged: A history of the New Zealanders from the 1880s to the Year 2000*, Auckland, 2001, chapter 17

M. Cahill and C. Dann, *Changing Our Lives. women working in the Women's Liberation Movement*, Wellington, 1991

Sandra Coney, 'Why the Women's Movement Ran Out of Steam', in Sue Kedgley and Mary Varnham, eds, *Heading Nowhere in a Navy Blue Suit*, Wellington, 1993, pp. 51-74

R. Dalziel, 'Political Organisations', in Anne Else, ed., *Women Together. A History of Women's Organisations in New Zealand. Ngä Röpü Wähine o te Motu*, Wellington, 1993

C. Dann, *Up From Under. Women and liberation in New Zealand, 1970-1985*, Wellington, 1985

Anne Else, *False Economy*, Auckland, 1996

Alison Jones and Camille Guy, 'Radical Feminism in New Zealand: From Piha to Newtown', in Rosemary Du Plessis, ed., *Feminist Voices: Women's Studies Texts for Aotearoa/New Zealand*, Auckland, 1992

Charlotte Macdonald, ed and intro., *The vote, the pill and the demon drink*, Wellington, 1993, chapters 7 and 8

**10. 'The protest movements of the 1960s and 70s were as much a reaction against the complacency and sterility of prosperity, and a generational**

**revolt of young people against their parents, as campaigns of principle.'  
Do you agree?**

Toby Boraman, 'The new left in New Zealand', Kerry Taylor and Pat Moloney, eds, *On the Left: essays on socialism in New Zealand*, Dunedin, 2002, chapter 7, pp.117-132

Barbara L. Brookes, 'A Germaine Moment: style, language and audience', Tony Ballantyne and Brian Moloughney, eds, *Disputed Histories: Imagining New Zealand's Pasts*, Dunedin, 2006, pp.191-213

Russell Campbell, producer, director and editor, 'Rebels in Retrospect: the political memoirs of some members of Christchurch and Wellington PYM', Wellington, 1991 (documentary film)

Christine Dann, *Up from Under: women and liberation in New Zealand 1970-1985*, Wellington, 1985

Aroha Harris, *Hikoi: forty years of Maori protest*, Wellington, 2004

Miranda Johnston, "'The Land of the Wrong White Crowd": anti-racist organizations and Pakeha identity politics in the 1970s', *NZJH*, 39: 2 (October 2005), pp.137-157

Cybele Locke, 'Organising the unemployed: the politics of gender, culture and class in the 1980s and 1990s', Kerry Taylor and Pat Moloney, eds, *On the Left: essays on socialism in New Zealand*, Dunedin, 2002, chapter 9, pp.151-168

Jock Phillips, 'Generations, 1965-1984', Bronwyn Dalley and Gavin McLean, eds., *Frontier of Dreams. The story of New Zealand*, Auckland, 2005, chapter 12, pp.337-364

Trevor Richards, *Dancing on our Bones. New Zealand, South Africa, Rugby and Racism*, Wellington, 1999

Tim Shadbolt, *Bullshit and Jellybeans*, Wellington, 1971

Malcolm Templeton, *Human Rights and Sporting Contacts. New Zealand's attitudes to race relations in South Africa 1921-94*, Auckland, 1998

Malcolm Templeton, *Standing Upright Here: New Zealand in the nuclear age 1945-1990*, Wellington, 2006

Ranginui Walker, 'Maori People since 1950', G.W. Rice, ed., *Oxford History of New Zealand*, 2<sup>nd</sup> ed, Auckland, 1992, ch.19

Ranginui Walker, *Ka Whawhai Tonu Matou – Struggle Without End*, rev ed, Auckland, 2004

**11. Syd Jackson explained to reporter Bryan Staff: '[B]lack in the days of Nga Tamatoa, we went...to the New Zealand Maori Council's "meet the people" hui...and in the end all these old conservatives were saying that they didn't disagree with what we said, that we were all going for the same goals; they just raised concern from time to time about the methods we might use to get there.' Compare and contrast the strategies, tactics and goals of 'Maori activists' and 'Maori conservatives' between 1967 and 1985. (Metro, November 1989)**

Donna Awatere, *Maori Sovereignty*, Auckland, 1984

Bryan Bruce, director, *Whina: te whaea o te motu=mother of the nation*, videorecording, New Zealand, 1992

G. V. Butterworth and S. M. Butterworth, *The Maori Trustee*, Wellington, 1991

Mason Durie, *Mana, te Kawanatanga: the politics of Maori self-determination*, Auckland, 1998

Eve Fevrier, 'Tradition and modernity in Maori protests', MA thesis, Political Science, Victoria University, 2002

Aroha Harris, *Hikoi: forty years of Maori protest*, Wellington 2004

Aroha Harris, 'Maori and the 'Maori Affairs'', Bronwyn Dalley and Margaret Tennant, eds, *Past Judgement: Social policy in New Zealand history*, Dunedin, 2004, pp. 191-205

Aroha Harris, 'Letty Brown, Wahine Toa' Lyndon Fraser and Katie Fraser, eds, *Shifting Centres: Women and migration in New Zealand history*, Dunedin, 2002, pp. 103-116

Noel Harrison, *Graham Latimer: a biography*, Wellington, 2002

Michael King, *Whina: a biography of Whina Cooper*, Wellington, 1991

Bruce Morrison, director, *Bastion Point, the untold story*, videorecording, Maori TV, 2006

Claudia Orange, *Illustrated History of the Treaty of Waitangi*, Wellington, 2004, chapters 5 and 6

Paul Spoonley, David Pearson and Cluny Macpherson, eds., *Nga Patai: racism and ethnic relations in Aotearoa/New Zealand*, Palmerston North, 1996

*Takaparawhau: the people's story: 1998 Bastion Point 20 Year Commemoration Book*, Orakei, 1998

Ranginui Walker, 'Maori People since 1950', G. W. Rice, ed., *Oxford History of New Zealand*, 2nd edn, Auckland, 1992, ch.19

Ranginui Walker, *Ka Whawhai Tonu Matou: Struggle Without End*, Auckland, 2nd edn, 2004

**12. Is it fair to conclude that the Kirk government's decision to cancel the 1973 Springbok tour to New Zealand was 'too early' and the Muldoon government's decision to allow the 1981 Springbok tour to go ahead 'too late'?**

Michael Bassett, *The Third Labour Government: a personal history*, Palmerston North, 1976

David Black and John Nauright, *Rugby and the South African Nation: sport, cultures, politics and power in the old and new South Africas*, Manchester, 1998

Doug Booth, *The Race Game: sport and politics in South Africa*, London, 1998

Robert Chapman. 'From Labour to National', Geoffrey Rice ed., *The Oxford History of New Zealand*, 2<sup>nd</sup> ed. Auckland, 1992, pp.351 - 384

Geoff Chapple, *1981: The Tour*, Wellington, 1984

Margaret Clark, ed., *Muldoon Revisited*, Palmerston North, 2004

Margaret Clark, ed. *Sir Keith Holyoake: Towards a Political Biography*, Palmerston North, 1997

Margaret Clark, ed, *Three Labour leaders: Normeyer, Kirk, Rowling*, Palmerston North, 2001

Barry Gustafson, *His Way: a biography of Robert Muldoon*, Auckland, 2000

Barry Gustafson, *Kiwi Keith: a biography of Keith Holyoake*, Auckland, 2007

Margaret Hayward, *Diary of the Kirk Years*, Wellington, 1981

Robert Muldoon, *My Way*, Wellington, 1981

Robert Muldoon, *The Rise and Fall of a Young Turk*, Wellington, 1974

Trevor Richards, *Dancing on our Bones. New Zealand, South Africa, Rugby and Racism*, Wellington, 1999

Greg Ryan, ed, *Tackling rugby myths*, Dunedin, 2005

Malcolm Templeton, *Human Rights and Sporting Contacts. New Zealand's Attitudes to race Relations in South Africa 1921-94*, Auckland, 1998

**13. 'By the late 1980s and early 1990s New Zealand had become a Pacific nation.' Do you agree? On what grounds might such a claim be supported or denied?**

Mary Boyd, 'New Zealand and the other Pacific islands', Keith Sinclair, ed, *Oxford Illustrated history of New Zealand*, Auckland, 1990

Kevin Clements, *Back from the Brink: The Creation of a Nuclear Free New Zealand*, Wellington, 1988

Kerry Howe, 'New Zealand's twentieth-century Pacifics', *NZJH*, 34: 1 (2000), pp.4-19

David Lange, *Nuclear Free. The New Zealand Way*, Auckland, 1990

James. H. Liu, Tim McCreanor, Tracey McIntosh and Teresia Teaiwa, eds, *New Zealand Identities. Departures and destinations*, Wellington, 2005 (especially chapter by Teresia Teaiwa and Sean Mallon)

W. David McIntyre, 'From dual dependency to nuclear free', G.W. Rice, ed, *Oxford History of New Zealand*, Auckland, 1992, chapter 20

Malcolm McKinnon, *Independence and Foreign Policy. New Zealand in the World Since 1935*, Auckland, 1993

Philippa Mein Smith, *A Concise History of New Zealand*, Melbourne, 2005

**14. Why was the Waitangi Tribunal Act legislated in 1975 and then amended in 1985?**

F. M. (Jock) Brookfield, *Waitangi and indigenous rights: revolution, law and legitimation*, Auckland, 2006

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