



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME
2008 TRIMESTER 1

HIST317: NEW ZEALAND HISTORY CRN 1947

LECTURER: Dr Evan Roberts

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LECTURE TIMES: Friday, 09:00 – 09:50

VENUE: Hunter LT220

SEMINARS: One two-hour seminar per week. Times, groups and rooms – to be advised. Any changes to the seminar programme will be announced in lectures and posted on the History notice board outside OK405.

OFFICE HOURS: Will be announced at the first lecture and posted on office doors and the History website. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures and posted on the History notice board.

NOTE: SEMINARS COMMENCE IN THE SECOND WEEK OF TERM

BLACKBOARD AND EMAIL

There will be a HIST317 Blackboard site. We will be using Blackboard extensively for this course, to share writing about the readings we are doing in this course. Blackboard will also be used to host the course outline (should you misplace it), link to additional material, and to contact the class via email. The Blackboard class-email function uses your student email (@student.vuw.ac.nz). Set up your student email account to redirect messages to your preferred email address.

EMAIL RESPONSE POLICY: You will be expected to check your email once every weekday. In return, you can expect that if you email me about HIST317 you will receive a reply within 24 hours (and hopefully sooner). The aim of this policy is to facilitate quick communication, but without raising the unreasonable expectation that you (or I) will be checking email all the time.

I encourage you to submit class-related queries via email for several reasons. First, we both have a written record of the discussion. Second, if the answer to your question would be interesting to the rest of the class, email allows me to easily expand the discussion.

COURSE AIMS

This course examines the history of ideas about the New Zealand nation from early European contact to the twentieth century. New Zealand is a physical location, but also an idea. We will begin by discussing Benedict Anderson's book about nationalism, *Imagined Communities*. We will then read and discuss a variety of primary and secondary sources that highlight different and changing views of what New Zealand means. Although we will take a basically chronological approach this will not be a standard survey of New Zealand historical events. It is a history of New Zealand as an idea in people's minds. We will also consider the purpose of historical scholarship in relation to the nation, and the meaning of historical inquiry. History as an academic discipline is implicated in the development of national identity. Thus, we will examine historians' interpretations of, and contemporary debates about, what New Zealand means.

This is a reading and writing intensive seminar, and not a traditional lecture course. You will be expected to read 100-200 pages per week in preparation for this class. The majority of class time will be devoted to student discussion of the readings. Some class time will include historical films that illustrate changing presentations of New Zealand to itself and the world.

COURSE OBJECTIVES

Students passing the paper will have a critical and constructive understanding of New Zealand as a nation state. Long-term New Zealand residents and citizens will be better prepared to participate in ongoing debates about New Zealand politics and society. Foreign students will have a deeper understanding of New Zealand society, and be able to apply the modes of thinking about the nation state developed in this course to their own countries. All students will have a critical understanding of the development of the nation state in the modern world.

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You will be proficient at reading multiple sources, identifying the debate between sources, and contributing your own thoughts to these discussions. You will become skilled at informal reflective writing as preparation for class discussion, and as input to formal essay writing. You will be confident in discussing your ideas with others in class, and learning through discussion in tutorials.

COURSE CONTENT

For a full course outline, see the Lecture and Seminar Programme, below.

This course examines the development of ideas about New Zealand as a nation state from European contact to the twentieth century, drawing from both historical sources and modern historiography.

COURSE READING

Essential texts:

- HIST317 Book of Readings

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.

Recommended Reading:

If you have not previously taken a class in New Zealand history it may be beneficial to look at a general history or textbook to give you some background knowledge. There are now many general histories of New Zealand to choose from, including the following:

James Belich. *Making Peoples: A History of the New Zealanders, from Polynesian Settlement to the End of the Nineteenth Century*. Auckland: Penguin, 1996.

----- . *Paradise Reforged*. Auckland: Penguin, 2001.

Tom Brooking. *The History of New Zealand*. Westport: Greenwood Press, 2004.

Bronwyn Dalley and Gavin McLean, *Frontier of Dreams: The Story of New Zealand*. Auckland: Hodder Moa Beckett, 2005.

Donald Denoon, Philippa Mein Smith, and Marivic Wyndham. *A History of Australia, New Zealand, and the Pacific, The Blackwell History of the World*. Oxford: Blackwell, 2000.

Philippa Mein Smith. *A Concise History of New Zealand*. Cambridge: Cambridge University Press, 2005.

Geoffrey Rice. *The Oxford History of New Zealand*. 2nd ed. Auckland; New York: Oxford University Press, 1992.

Marcia Stenson. *Illustrated History of New Zealand*. Auckland: Random House, 2004.

Marcia Stenson, and Erik Olssen. *A Century of Change*. 2nd. ed. Auckland: Addison Wesley Longman, 1997.

Note that the books (co-) authored by Stenson are aimed at a younger audience, but are a concise and well-written introduction.

Note: Your formal writing must adhere to the standards specified in *Writing History Essay*, available on the History Programme's website: www.victoria.ac.nz/history.

Texts are available from Student Notes. Students can order textbooks and student notes online at www.vicbooks.co.nz, or email an order or enquiry to enquiries@vicbooks.co.nz. Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online. Their telephone numbers are: Kelburn: 463 5515 or Pipitea: 463 6160
Opening hours: 8am– 6pm Mon–Fri (during term time); 10am– 1pm Saturday.

ASSESSMENT

Reading journal. 20% of grade. Each entry is worth 2%.

Students will keep a reading journal containing their responses to each week's reading for 10 seminars in the trimester. To pass the class you must submit at least 8 journal entries, including a journal entry for the first seminar discussion. If you complete the reading journal entry for the last seminar on

May 30, you will receive 2% extra credit. For every seminar you will complete a page of informal writing reflecting on the ideas raised by the compulsory readings. You must complete the journal entry before class to receive a full grade. Each entry will be graded S(atisfactory) or U(nsatisfactory). An S is worth 2%, and a U 0%. You may submit a journal entry up to a week after class for an S grade of 1%.

Response papers. 40% of grade. Each response paper is worth 10%. (4 papers of 750-1000 words)

Four times during the class you will write a formal response paper that discusses ideas raised by the compulsory readings for the week, and two or more of the optional suggested readings. In the first week of class you will choose which four weeks you will submit the 4 required response papers. You are not required to choose the optional readings in advance. The response papers will be due at the first meeting of the class for the week, and must be submitted at the beginning of class. You will be required to complete your reading journal for that week's readings. This should be no trouble as the reading journal is meant to be a springboard to the response paper. The response paper should be formatted like a mini-essay. Students who have completed a response paper will be expected to discuss the optional readings they responded to for the rest of the class at the Friday morning meeting (NB: Arrangements for classes affected by the Easter holiday will be discussed at the first meeting). You are expected to discuss the summary and presentation of the optional readings with other students who have prepared response papers that week, and co-ordinate your presentations.

NB: Commenting on more than two of the optional readings will not automatically lead to a better grade for the response paper. However, if you are a quick reader considering more ideas may help you formulate a better paper. Students writing a final essay will benefit from beginning to read widely towards their essay.

REMAINDER OF ASSESSMENT

For the final 40% of their grade, students have a choice of two alternative assessment schemes. You can either

- Write a 4000 word essay due at the end of the trimester, or;

- Write response papers for 5 additional seminars. Your grade will be made up of your 5 best response papers counting for 10% each, and the remaining 4 response papers 7.5% each.

In making your choice, you may want to consider the following issues and requirements.

- If you write 9 response papers your total writing requirement will be slightly higher to reflect that you do not have to integrate as much material.
- You can start out with the response paper option and switch to the essay option by submitting an essay proposal on Tuesday, 29 April. You will not be penalised for switching. Any response papers submitted before 29 April that are not part of your 4 core response papers will be considered towards your extra credit grade.

Essay. 40% of grade. 4000 words. Essay proposal due Friday, 11 April. Essay due, Friday 1 June.

If you choose this option, the course will conclude with the submission of a 4000 word essay on an aspect of New Zealand historiography or national identity. This essay will build on the ideas and writing begun in the reading journals and response papers, yet require further reading, revision, and reflection. A one-page essay proposal will be due on Tuesday, 29 April. You are encouraged to develop your question from one of the topics you write a response paper on. However, the final essay should bring together your thoughts about New Zealand history with an argument that goes *beyond* the ideas expressed in your response paper.

Extra credit. Up to 7%. One additional response paper. At any time you may submit a fifth (or tenth) response paper adhering to the requirements for the standard response papers for up to 7% extra credit. Students on the essay track who submit more than one additional response paper will be awarded the best grade from their additional response papers. If you want to write your additional response paper about the first week's reading (Benedict Anderson's *Imagined Communities*), this can be handed in at any time during

the trimester. Note that the extra credit response paper is worth up to 7%, so an A- extra credit paper will give you 5% extra credit and take you up 1/3 of a grade (B+ to A-, for example).

Relationship between assessment and course objectives:

The objectives of this paper are to facilitate critical thinking and discussion about New Zealand national identity and history, and to give students the opportunity to work on discovering their own ideas through revising their own writing. The reading journals are designed as a first step in this process of discovering what you think. Response papers take you one step further. Once you have completed your reading journal for the week, you reflect again and develop your ideas more formally in a response paper. A final essay gives you the opportunity to develop your ideas more fully, and connect the reading you have done across the whole course.

The course requirements and assessment are structured so that you have very strong incentives to read everything that is assigned, write about what you have read, and enhance your learning by discussing your ideas about the reading with others. This class will reward steady application to reading and writing, rather than three or four bursts of writing round essay deadlines. Getting used to writing 3-4 pages every week, rather than 15 pages every month, will be useful to you in future employment and study.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- 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)
- Attend at least 8 of 11 seminars.
- Submit reading journal entries for at least 8 of 11 seminars.

Faculty guidelines permit you to miss up to 3 seminars without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible 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).

PENALTIES

Reading journal entries must be submitted by the beginning of class for full marks. Entries may be submitted up to a week later for a Satisfactory grade of 1%. Further details on the format and submission of reading journal entries will be provided at the first lecture.

For response papers and the final essay, the following penalties will apply.

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days, with weekends included in the calculation of days late. Work that is more than 8 days late 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.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to HIST317. This includes 1 x 1 hour of lectures and 1 x 2 hours of seminars per week.

Submission of written work: special requirements

Reading journal entries should be printed and submitted at the beginning of the first class period for each week. *Please have your own copy of each journal entry for reference during class discussions.* Late submissions can be emailed up to a week after the class. Reading journal entries should have your name and student ID number.

Response papers should be printed and submitted at the beginning of the first class period for each week, which will be your two hour tutorial discussion. They should begin with the citations for both the compulsory and optional readings you are discussing. *Please have your own copy of your response paper for reference in class.* Late submissions can be emailed up to a week after the class. Response papers should have your name and student ID number.

The final essay—if you choose to do it—should be submitted via the assignment feature in Blackboard. Further details on submission of the final essay will be provided during the trimester.

Note: Your work should be 1.5 or double-spaced, either typed or hand-written. You should photocopy all hand-written work. **Make sure that you save copies of computerised essay files.**

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) 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 Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

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. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

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

GENERAL UNIVERSITY REQUIREMENTS

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

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

HIST 317 LECTURE TOPICS

29 February: Introduction to class

7 March: The nation. Discussion of Benedict Anderson, *Imagined Communities*

14 March: Early Maori and European encounters.

21 March: No class. Good Friday

28 March: New Zealand wars.

4 April: Social laboratory of the world?

11 April: A better Britain in the South Pacific?

Mid-term break: 14 – 27 April

2 May: Rejecting Australasian Federation

9 May: World War I and its aftermath

16 May: The First Labour government and state-sponsored national identity

23 May: New Zealand history is found to be worth writing!

30 May: Is there a unified New Zealand history any more?

HIST317 SEMINAR PROGRAMME

Note: seminars begin in week 2.

Seminar 1 (March 4): Thinking about the nation and the state. Discussion of Benedict Anderson, *Imagined Communities*.

Seminar 2 (March 11): Initial Maori and European encounters.

Seminar 3 (March 18): The New Zealand Company: Visions of a colony

Seminar 4 (April 1): The New Zealand wars. Three generations of interpretation.

Seminar 5 (April 8): New Zealand as the social laboratory of the world

Seminar 6 (April 29): New Zealand as a better Britain

Mid-term break: 14 – 27 April

Seminar 7 (May 6): Federation and Dominion

Seminar 8 (May 13): World War I and its aftermath.

Seminar 9 (May 20): The Centennial Exhibition

Seminar 10 (May 27): Development of New Zealand history, 1920s-1960s

Seminar 11 (May 30): Is there a unified New Zealand history any more?

HIST317 COMPULSORY READING LIST

The optional reading list will be posted on the HIST317 Blackboard site in February 2008, with links to resources that are available electronically. Material not available electronically will be on closed reserve in the VUW Library.

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1. Thinking about the nation and the state

Benedict Anderson, *Imagined Communities*, London, Verso, 1991. (Required text. Also on Closed Reserve)

Miles Fairburn, "Is there a case for New Zealand exceptionalism?" in Tony Ballantyne (ed), *Disputed Histories*, Dunedin, 2007.

2. Initial Maori and European encounters

Captain Cook's journal during his first voyage round the world made in H. M. Bark Endeavour, 1768-71: a literal transcription of the original mss, pp.vii-xiv, 129-181.

Abel Janszoon Tasman's journal of his discovery of Van Diemens Land and New Zealand in 1642, pp.17-24.

Anne Salmond, *Two Worlds: First Meetings between Maori and Europeans, 1642-1772*, Chapter 1.

Peter Munz, "The Two Worlds of Anne Salmond in Postmodern Fancy-Dress," *New Zealand Journal of History*, 28(1), 1994, pp.60-75.

Anne Salmond, "Antipodean Crab Antics," *New Zealand Journal of History*, 28(1), 1994, pp.76-79.

3. The New Zealand Company: Visions of a colony

Edward Gibbon Wakefield, *A view of the art of colonization, with present reference to the British empire*, London, 1849. Letters VII-XII, Letters XXX-XXXII

Erik Olssen, "Mr. Wakefield and New Zealand as an Experiment In Post-Enlightenment Experimental Practice," *New Zealand Journal of History*, 31(2), 1997, pp.197-218.

Philip Temple, "The Ingenious Projector," Chapter 13 in his *A Sort of Conscience: The Wakefields*. Auckland: Auckland University Press, 2002, pp.188-209.

4. The New Zealand wars: Three generations of interpretation

William Fox, *The War in New Zealand*, London, 1866. Preface, v-xii; Chapter 1, pp.19-33; Conclusion, pp.239-262.

Chris Hilliard, "James Cowan and the Frontiers of New Zealand History," *New Zealand Journal of History*, 31(2), 1997, pp.220-233.

James Cowan, *The New Zealand Wars*, Wellington, 1922. Volume I, Chapters 1, 14-18, 26. Volume II, Chapter 1. (Available online at www.nzetc.org)

James Belich, "The Victorian Interpretation of Racial Conflict," in his *The New Zealand Wars*, Auckland, 1987.

5. New Zealand as the social laboratory of the world

Henry Demarest Lloyd, *A Country Without Strikes*, New York, 1900, Chapter 1, pp.1-31.

James Edward Le Rossignol and William Downie Stewart, *State Socialism in New Zealand*, New York, 1910, Chapter 1, "The Functions of Government," pp.1-19.

J.B. Condliffe, "An Economic Laboratory," in his *History of New Zealand*, 1925, pp.165-183.

Robert Stout, "State Experiments in New Zealand," *Journal of the Royal Statistical Society*, 55(3), 1892, pp.388-414 (Not in Book of Readings, available on JSTOR)

Peter J. Coleman, "New Zealand Liberalism and the Origins of the American Welfare State" *Journal of American History* 69, no. 2 (1982): 372-391. (Not in Book of Readings, available on JSTOR)

6. New Zealand as a better Britain

Peter Gibbons, "The Climate of Opinion," in Geoffrey Rice (ed), *The Oxford History of New Zealand*, Auckland, 1999, pp.308-336.

Tom Brooking and Roberto Rabel, "Neither British nor Polynesian," in S. Grief (ed), *Immigration and National Identity in New Zealand*, Palmerston North, 1995, pp.23-49.

James Belich, "Better Britons," in his *Paradise Reforged*, Auckland, 2001, pp.76-87.

Jock Phillips, "The New Zealanders," in *Te Ara: The Encyclopedia of New Zealand*. <http://www.teara.govt.nz>

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7. Federation and Dominion

Miles Fairburn, "New Zealand and Australasian Federation, 1883-1901: Another View," *New Zealand Journal of History*, 4(2), 138-159.

Keith Sinclair, "New Zealand and the Australian Federation Movement, 1881-1901," in *Tasman Relations*, Auckland, 1987.

"Introduction," in Helen Irving (ed), *Centenary Companion to Australian Federation*, Sydney, 1999, pp.1-16.

Debate on the Dominion of New Zealand bill, *New Zealand Parliamentary Debates*, Vol. 189, pp.371-409.

W.D. McIntyre, "The Development and Significance of Dominion Status." Paper presented at the Concepts of Nationhood Symposium, Wellington, 19 September 2007. (Not in book of readings: Available online at <http://www.mch.govt.nz/dominion/mcintyre.html>)

A selection of articles from Papers Past about Federation <http://paperspast.natlib.govt.nz/>. We will divide the work of finding articles between the members of the class.

8. World War I and its aftermath

John Crawford and Ian McGibbon "Introduction," in their edited *New Zealand's Great War*, Auckland, 2007, pp.16-28.

Christopher Pugsley, *The ANZAC Experience: New Zealand, Australia and Empire in the First World War*, Reed, Auckland, 2004, pp.19-37.

P.S. O'Connor, 'The recruitment of Maori soldiers, 1914-18', *Political Science*, 19, 2, 1967, pp.4883.

Jock Phillips, A Man's Country? *The Image of the Pakeha Male, a History*, revised ed, Auckland, (1987) 1996, pp. 158192.

9. The Centennial Exhibition

Official Guide to the New Zealand Centennial Exhibition

Official History of the New Zealand Centennial Exhibition, New Zealand Centennial Exhibition Company, Wellington, 1940, pp.21-34, 50-58.

“Introduction,” in William Renwick (ed), *Creating a National Spirit: Celebrating New Zealand's Centennial*, Wellington, 2004, pp.13-24.

Rachel Barrowman, “History and Romance: The Making of the Centennial Historical Surveys,” in William Renwick (ed), *Creating a National Spirit: Celebrating New Zealand's Centennial*, Wellington, 2004, pp.161-177.

Jock Phillips, “Afterword: Reading the 1940 Centennial” in William Renwick (ed), *Creating a National Spirit: Celebrating New Zealand's Centennial*, Wellington, 2004, pp.284-286.

Chris Hilliard, “Stories of Becoming: The Centennial Surveys and the Colonization of New Zealand,” *New Zealand Journal of History*, 1999, 33(1), pp.3-19.

10. Development of New Zealand history, 1920s-1960s.

One of the following books on Closed Reserve in the Library. We will discuss the division of books in class two weeks before the class. There will also be supplementary readings to accompany the book which will be handed out two weeks before.

G.H. Schofield, *New Zealand in Evolution: Industrial, Economic, and Political*, London, 1909.

William Pember Reeves, *Long White Cloud (Ao tea roa)*, London, 1924.

J.B. Condliffe, *A Short History of New Zealand*, Christchurch, 1925.

J.C. Beaglehole, *New Zealand: A Short History*, London, Allen & Unwin, 1936.

A.H. Reed, *Story of New Zealand*, Wellington, 1948.

Keith Sinclair, *History of New Zealand*, Hammondsworth, 1959.

W.H. Oliver, *Story of New Zealand*, London, 1960.

W.P. Morrell and D.O.W. Hall, *History of New Zealand Life*, Christchurch, 1962.

11. Conclusion: Is there a unified New Zealand history any more?

James Belich, “One, Two, Many,” in his *Paradise Reforged*, Auckland, 2001, pp.520-549.

Michael King, “Configurations Old and New” in his *Penguin History of New Zealand*, Auckland, 2003, pp.505-520.

Pollock, Jacob. "Cultural Colonization and Textual Biculturalism: James Belich and Michael King's General Histories of New Zealand." *New Zealand Journal of History* 41, no. 2 (2007).