



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

TRIMESTER ONE, 2009

(Monday 2 March 2009 – Wednesday 1 July 2009)

HIST317: NEW ZEALAND HISTORY

CRN: 1947

COURSE GUIDE:

Course Coordinator: Associate Professor Jim McAloon

Office: Old Kirk Building, room 414 (OK414)

Phone: 463 6751

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Lectures: Thursdays 1.10pm – 2.00pm
Hugh Mackenzie Lecture Theatre 003
(HMLT003)

Office Hours: Friday 1130-1230 and by appointment,
or drop in if the door is open.

Additional information:

Any additional information relating to this course will be posted on Blackboard or on the History Programme noticeboard, 4th floor foyer, Old Kirk Building.

Seminars:

Seminars begin in the second week of the trimester. Details will be provided at the first lecture.

Course delivery

The course will be based on one lecture and one two-hour seminar each week. Seminars begin in the second week and times will be organised in the first lecture and the lists posted online and on the the History notice board outside OK405. It is expected that all will do the specified reading before the seminar.

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.

Course content

In this course we will examine selected key themes in the history of New Zealand from the 1770s until 1914, not only in detail but also in terms of New Zealand as a settler society. The aims will be to explore the literature on various topics in some depth and thus to examine the scholarly debates around these topics. Finally we will look more generally at ways in which New Zealand history has been written and the merits of writing national histories.

Learning objectives

Students passing the paper will have a critical and constructive understanding of New Zealand's history over the period. 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 New Zealand comparisons to their own countries. All students will have a critical understanding of the nineteenth century world of settler societies.

Through the various pieces of assessment you will enhance your skill 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.

Graduate attributes:

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to HIST 317. This includes one hour of lectures and two hours of tutorials per week.

Readings

Essential texts:

The essential text is the HIST 317 Book of Readings. A number of general histories of New Zealand will be useful, including

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

Geoffrey Rice (ed.), *The Oxford History of New Zealand*, (2nd edition), Auckland, 1992.

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

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

Students with no background in New Zealand history would find Mein Smith the best introduction, but it can be recommended to all students. The *Oxford History* is naturally more detailed (it will be replaced by a new Oxford History during this year), and Belich's work is often provocative in its interpretations.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)

10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

Assessment requirements

(a) **Five** response papers (from eleven topics) **each worth 10%**, for a total of 50%.

AND

(b) An essay of **4,000 words**, worth **50%** of your total course mark, due 5pm **Friday 5 June 2009**.

The objectives of this paper are to facilitate critical thinking and discussion about New Zealand history, and to give students the opportunity to work on discovering their own ideas. The response papers allow the development of ideas as work in progress, and the final essay provides the opportunity to develop ideas more fully, and integrate a range of reading.

The course requirements and assessment are structured so that you have very strong incentives to read widely, write about what you have read, and enhance your learning by discussing your ideas about the reading with others. Writing a lengthy essay will also be useful preparation for more advanced work.

Response papers

These should be of **750-1,000 words each**. They should discuss issues raised by the compulsory readings, and two or more of the optional suggested readings, for each topic. They will need to discuss different interpretations in the various readings, and comment on the merits of the various readings. You will be expected to discuss your paper at the relevant seminar, co-ordinating the presentations with other students who have prepared the same topic. **The papers will be handed in immediately after that seminar.**

We will therefore need to have the timetable for the response papers organised in or very shortly after the first lecture, and while every effort will be made to meet individual preferences, this may not always be possible.

Essay

The **essay** will be due at the end of the trimester, Friday 5 June. The length should be about **4,000 words**. You will need to prepare and hand in a **one-page proposal** by **Friday 1 May**; earlier would be helpful. The essay may deal with any topic or topics considered in the course. It must be based on comprehensive reading and a good essay will integrate perspectives and ideas from a wide range of sources. It should go without saying that a high standard of written English and attention to referencing are expected. Some more detailed comments on the characteristics of a good essay will be made available on Blackboard.

It would be most unwise to think you could pass this course without handing in all required work.

Return of assignments

Response papers will be returned in class. The final essay will be returned in notified office hours.

Late submission of written work

First, please note that I am happy to discuss extensions to due dates for written work.

However, if work is handed in late without prior agreement, the normal penalties will apply: a deduction of **5 %** for the **first day** late, and **2%** per day thereafter, up to a **maximum of 8 days**. Work that is more than 8 days late will not be marked. Proper consideration will be given to any genuine extenuating circumstance, which will need to be supported by evidence.

PLEASE NOTE that **Friday 12 June 2009** 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 **Friday 12 June 2009** 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.

Presentation of written work

All work handed in for marking should be word-processed and printed. Spacing should be 1.5 and double-sided printing is encouraged. In all cases you should keep copies of your work, whether photocopied or electronic.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

HIST 317 LECTURE and SEMINAR TOPICS

5 March:	Introduction to class
12 March:	Settler societies
19 March:	Early Maori and European encounters.
26 March:	The New Zealand Company
2 April:	Dispossessions: Deeds, Guns, and Laws
9 April:	Immigration

Mid-term break: 10 – 26 April

30 April:	Settlers and the environment
7 May:	Worlds of work
14 May:	Reformism
21 May:	Class
28 May:	Federation and Dominion
4 June:	Writing New Zealand history

HIST317 COMPULSORY READING LIST

The optional reading list will be posted on the HIST317 Blackboard site in February 2009, with links to resources that are available electronically. Material not available electronically will be on closed reserve in the VUW Library.

1. Settler Societies

C. B. Schedvin, 'Staples and regions of Pax Britannica,' *Economic History Review*, (2nd series), Vol.43, 1990, pp.533-59.

John P. Fogarty, 'The Comparative Method and the Nineteenth Century Regions of Recent Settlement', *Historical Studies*, 19, 1981, pp 412-29.

Philip Ehrensaft and Warwick Armstrong, 'Dominion Capitalism: A First Statement,' *Australian and New Zealand Journal of Sociology*, Vol.14, 1978, pp.352-63.

2. 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, 129-81.

Anne Salmond, *Two Worlds: First Meetings between Maori and Europeans, 1642-1772*, Auckland, 1991, pp.24-44, 437-8.

J. W. Davidson, 'New Zealand, 1820-1870: An Essay in Reinterpretation,' *Historical Studies Australia and New Zealand*, Vol.5, no.20, 1953, pp.349-60.

Atholl Anderson, *The Welcome of Strangers: An ethnohistory of Southern Maori, AD 1650-1850*, Dunedin, 1998, pp.63-110.

Anne Salmond, *Between Worlds: Early Exchanges between Maori and Europeans, 1773-1815*, Auckland, 1997, pp.510-17.

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, 1914 (first published 1849), pp.37-72, 193-217.

Erik Olssen, 'Mr. Wakefield and New Zealand as an Experiment in Post-Enlightenment Experimental Practice,' *New Zealand Journal of History*, Vol.31, no.2, 1997, pp.197-218.

Philip Temple, *A Sort of Conscience: The Wakefields*, Auckland, 2002, pp.188-208, 563-4.

Ged Martin, 'Wakefield's Past and Futures', in Friends of the Turnbull Library (ed.), *Edward Gibbon Wakefield and the Colonial Dream: A Reconsideration*, Wellington, 1997, pp.20-44.

4. Dispossessions: Deeds, Guns, and Laws

John C. Weaver, 'Frontiers into Assets: The Social Construction of Property in New Zealand, 1840-65,' *Journal of Imperial and Commonwealth History*, Vol.27, 1999, pp.17-54.

Richard Boast, *Buying the Land, Selling the Land: Governments and Maori Land in the North Island 1865-1921*, Wellington, 2008, pp.1-40, 443-53.

5. Immigration

Terry Hearn, 'Irish Migration to New Zealand to 1915' in Lyndon Fraser (ed.), *A Distant Shore: Irish Migration and New Zealand Settlement*, Dunedin, 2000, pp.55-74, 171-2.

Tom Brooking, 'Sharing out the Haggis: The Special Scottish Contribution to New Zealand History' in Tom Brooking and Jennie Coleman (eds.), *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, Dunedin, 2003, pp.49-66, 176-80.

John M. MacKenzie, 'A Scottish Diaspora? The Scottish Empire and Interactive Identities' in Tom Brooking and Jennie Coleman (eds.), *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, Dunedin, 2003, pp.17-32, 173-4.

Angela McCarthy, "'In Prospect of a Happier Future": Private Letters and Irish Women's Migration to New Zealand, 1840-1925' in Lyndon Fraser (ed.), *A Distant Shore: Irish Migration and New Zealand Settlement*, Dunedin, 2000, pp.105-16, 178-81.

6. Settlers and the Environment

Graeme Wynn, 'Remapping Tutira: Contours in the Environmental History of New Zealand,' *Journal of Historical Geography*, Vol.23, no.4, 1997, pp. 418-46.

Peter Holland, Kevin O'Connor and Alexander Wearing, 'Remaking the grasslands of the open country' in Eric Pawson and Tom Brooking (eds.), *Environmental Histories of New Zealand*, Melbourne, 2002, pp.69-83, 302-4.

Graeme Wynn, 'Destruction under the guise of improvement? The forest, 1840-1920' in Eric Pawson and Tom Brooking (eds.), *Environmental Histories of New Zealand*, Melbourne, 2002, pp.100-16, 307-8.

7. Worlds of Work

Erik Olssen, *Building the New World: Work, politics and society in Caversham, 1880s-1920s*, Auckland, 1995, pp.47-69, 266-7.

Bruce Scates, 'Gender, Household and Community Politics: The 1890 Maritime Strike in Australia and New Zealand' in Raelene Frances and Bruce Scates (eds.), *Women, Work and the Labour Movement in Australia and Aotearoa/New Zealand*, Sydney, 1991, pp.70-87.

Len Richardson, *Coal, Class and Community: The United Mineworkers of New Zealand 1880-1960*, Auckland, 1995, pp.1-16, 87-125, 316, 320-2.

8. Reformism

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

James Edward Le Rossignol and William Downie Stewart, *State Socialism in New Zealand*, New York, 1910, pp.1-19.

Peter J. Coleman, 'New Zealand Liberalism and the Origins of the American Welfare State,' *Journal of American History*, Vol.69, no.2, September 1982, pp.372-91.

Tom Brooking, *Lands for the People? The Highland clearances and the colonization of New Zealand: A biography of John McKenzie*, Dunedin, 1996, pp.79-95.

W. H. Oliver, 'Social Policy in the Liberal Period,' *New Zealand Journal of History*, Vol.13, 1979, pp.25-33.

9. Class in New Zealand to 1914

W. H. Oliver, 'Reeves, Sinclair and the Social Pattern' in Peter Munz (ed.), *The Feel of Truth: Essays in New Zealand and Pacific History*, Wellington, 1969, pp.163-78.

Erik Olssen, 'The "Working Class" in New Zealand,' *New Zealand Journal of History*, Vol.8, 1974, pp.44-60.

Jim McAloon, 'Class in Colonial New Zealand: Towards a Historiographical Rehabilitation,' *mss*; (a version with printer's errors was published in *New Zealand Journal of History*, Vol.38, no.1, 2004).

10. Federation and Dominion

Keith Sinclair, 'Why New Zealanders are not Australians: New Zealand and the Australian Federal Movement, 1881-1901,' in *Tasman Relations*, Auckland, 1987, pp.90-103.

"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. David McIntyre, 'The Development and Significance of Dominion Status, paper presented at the Dominion Status Symposium, Wellington, 26 September 2007 (revised version)

Kathryn M. Hunter, 'What if New Zealand had joined Australia in 1901', in Stephen Levine (ed.), *New Zealand as it might have been*, Wellington, 2006, pp.75-90, 269-70.

11. Writing New Zealand history

Erik Olssen, 'Where to from Here? Reflections on the Twentieth Century Historiography of Nineteenth-Century New Zealand,' *New Zealand Journal of History*, Vol.26, 1992, pp.54-77.

Peter Gibbons, 'The Far Side of the Search for Identity: Reconsidering New Zealand History', *New Zealand Journal of History*, Vol.37, 2003, pp 8-49.

James Belich, *Paradise Reforged*, Auckland, 2001, pp.520-49, 589-91.

Michael King, *Penguin History of New Zealand*, Auckland, 2003, pp.505-20.

Jacob Pollock, 'Cultural Colonization and Textual Biculturalism: James Belich and Michael King's General Histories of New Zealand,' *New Zealand Journal of History*, Vol.41, no.2, 2007, pp.180-98.