



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME**

**HIST 403 A TOPIC IN PACIFIC HISTORY: PACIFICATION, WARFARE AND VIOLENCE IN THE PACIFIC**

**2009 TRIMESTER 1-2**

2 March to 15 November 2009

**CRN 1959**

**LECTURER:** Dr Adrian Muckle  
**ROOM:** OK 426  
**PHONE:** 463 6773  
**EMAIL:** [adrian.muckle@vuw.ac.nz](mailto:adrian.muckle@vuw.ac.nz)

**SEMINAR TIMES:** Tues. 14:10-16:00  
**VENUE:** OK 406  
**OFFICE HOURS:** To be announced in Week 1. Students may telephone or email me at any time.

**Course delivery**

This course is taught by seminar. There are twelve seminars which will generally be held fortnightly. Dates will be set in consultation with students at the first meeting.

**Communication of additional information**

The seminar timetable and schedule will be discussed at the first meeting. Information about any subsequent changes to the timetable or schedule will be announced in seminars and/or posted by email.

**Course content**

In the study of the interactions resulting from the mainly European exploration and colonisation of the Pacific during the nineteenth and twentieth centuries, violence is a key interpretive category available for use by historians as well as anthropologists, sociologists and political scientists. The nature and dynamics of colonial and indigenous violence in the encounters engendered by colonisation remain a central concern in the historiography of

colonialism notwithstanding a trend to de-emphasise violent conflict (drawing attention to the cooperative and collaborative aspects of colonisation) and move away from simplistic binaries of domination-resistance. Drawing on the comparative history (as well as anthropology and sociology) of violence in other colonial settings, this course will examine histories of violence (including pacification and warfare) in the Pacific. The Pacific region is construed broadly to include Australia and New Zealand.

### **Learning objectives**

The course aims to approach the history of violence in the Pacific region through a study of the various theoretical perspectives brought to the subject and through an examination of the numerous empirical studies, by historians and anthropologists, on violence as an historical phenomenon in the Pacific region. It will balance theoretical perspectives on warfare and violence with case studies of experiences in the Pacific region and empirical research. One of the principal aims of this course is to critically assess what these perspectives bring to the study of historical situations, actions or events in the Pacific and to make use of these in research projects.

Students passing the paper should be able to:

- demonstrate a sound grasp of the literature on violence and warfare;
- show an understanding of the debates about the character and significance of violence in historical settings (including the Pacific region); and

- be able to critically apply this understanding in their independent research work (including the study and evaluation of primary sources).

### **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 403. This includes the fortnightly two hour seminar.

### Readings

#### Essential texts:

Copies of core seminar readings will be provided by the coordinator at least a fortnight in advance of the seminar and may be collected from the History Programme office.

#### Recommended reading:

A detailed bibliography will be posted on Blackboard or emailed to students in Week 1. The following titles are recommended for the range of perspectives that they bring to the study of violence in the Pacific region:

Dinnen, Sinclair and Allison Ley (ed.), *Reflections on Violence in Melanesia*. Leichardt and Canberra: Hawkins Press and Asia Pacific Press, 2000.

Dening, Greg, *Mr Bligh's Bad Language: Passion, Power and Theatre on the Bounty*. Cambridge: Cambridge University Press, 1992.

Kituai, Auguste, *My gun, my brother: the world of the Papua New Guinea colonial police, 1920-1960*. Honolulu: University of Hawai'i Press, 1998.

Strathern, Andrew, Stewart, Pamela J. and Neil L. Whitehead (ed.), *Terror and Violence: Imagination and the Unimaginable*. London: Pluto Press, 2006.

### Assessment requirements

HIST 403 is internally assessed. The four assessment items are:

1. a seminar presentation to be made in one of the meetings held before **4 June** (15%);
2. a thematic literature review essay (3500 words) due on **29 June** (35%);
3. a research essay proposal (700-1000 words) due on **21 July** and to be presented in class (10%); and
4. a research essay (5000 words) due on **16 October** (40%).

The assessment items have been designed with the aim of encouraging students to develop habits of independent research and to give them an opportunity to research an historical problem as extensively and as rigorously as possible. The particular course learning objectives that each piece of assessable work is designed to assess are as follows:

- In their seminar presentation (to be made by 2 June), students are required to make an individual presentation of up to **25 minutes** on a question, topic or theme in the readings set for the week and to facilitate a discussion of the set readings. Students are assessed on: the relevance of the material presented, the clarity of the presentation, and the effort made to facilitate a directed class discussion.
- For the thematic literature review essay (due **29 June**) students are required to demonstrate their grasp of the published literature on a particular issue or theme relating to the course by situating it within a broad historiographical context and critically assessing its treatment in the literature concerning the region.
- For the Research essay proposal (due **21 July**) students are required to identify and outline a research topic with relevance to the course themes. In the proposal students are required to: explain the importance and relevance of the proposed topic; briefly review the relevant literature; and identify a suitable (accessible) corpus of sources. Students will also be assessed on the clarity of their oral presentation of the proposal.
- In the Research essay (due **16 October**) students are required to present the results of their research project and demonstrate the ability to conduct independently a rigorous empirical enquiry into an aspect of violence as an historical phenomenon. Assistance will be provided in the form of a

roundtable discussion on work-in-progress (date to be advised); and students may also submit a draft of the research essay to the lecturer for feedback.

- In all their assessed written work students will be expected to display mastery of the techniques of writing for a professional audience, and the ability to reach the written standards required for scholarly articles and papers.

### **Return of assignments**

Essays will be returned directly to students in class or by email. Students are reminded that all grades are provisional and subject to external assessment at the end of the year. (Students should submit both a paper and an electronic copy of their work. Students are advised that they should retain back-up (paper) copies of all their assignments.)

### **Penalties**

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. 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 (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

## **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 eight seminars.

## **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.