



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

**HISTORY PROGRAMME**  
**Trimester 1 and 2, 2009**  
**Monday, 2 March to Friday, 16 October**

**HIST422: In their place: perspectives on people and land**  
**CRN7706**

**LECTURER:** Kate Hunter  
**ROOM:** OK417  
**PHONE:** 463.6763  
**EMAIL:** Kate.Hunter@vuw.ac.nz

**SEMINAR TIMES:** alternate Fridays, 10.00-11.50am  
**VENUE** OK 406  
**OFFICE HOURS:** TBA

**ADDITIONAL INFORMATION**

Information about any changes to the timetable or programme will be announced in classes and posted on the notice board outside OK417.

**PLEASE NOTE:** CLASSES WILL COMMENCE 6 MARCH– pick up your readings at Honours orientation.

**ADDITIONAL INFORMATION:** Additional information about this paper will be posted outside OK417. Please check the Honours noticeboard regularly also.

### **Course content, delivery and learning objectives**

This paper explores the relationships between people and environments, land and landscapes, both 'natural' (a concept we will debate) as in the case of terrain encountered by travellers and explorers, and 'man-made' such as battlefields, farms and gardens. The main focus of the readings and research will be the effects of land and landscapes on Europeans who explored, inhabited and travelled through New Zealand and other parts of the British Empire. As well, we will explore the effects of 'foreign' landscapes on travellers and explorers from the Antipodes. We will examine the transnational aspects of relationships to nature, as well as those areas that are particular to New Zealand

This paper is informed by Richard White's assertion that, '[n]o new land, no new place is ever *terra incognita*. It always arrives to the eye fully stocked with expectations, fears, rumors, desires and meanings. And even as discoverers claim new knowledge from direct and unmediated experience with nature, history intervenes, filtering and imposing meaning on their experiences in the natural world.' (Richard White, 'Discovering Nature in North America', *J of American History*, vol.79, no.3, Dec 1992, p.874.)

By the end of HIST422, students will have:

- Developed familiarity with a range of sources including, but beyond written documents, such as maps, photographs, vegetation and remnant bush, seed catalogues and advertising, manuals and advice columns, log books, oral histories and interviews;
- Developed familiarity with the subjects, questions and methods of environmental historians, 'nature writers', rural historians and social historians
- Completed a major piece of research, managing the project with confidence from proposal stage through to completion.

### **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

**Course readings** will be distributed in classes

See seminar programme below

### **Assessment requirements**

#### **In brief:**

HIST422 is internally assessed.

Source exercise (worth 15% of final grade) due 27 April

Essay proposal, including annotated bibliography and assessment of primary source material (1,500w; worth 15% of final grade) due 1 June

Research essay (4,000-5,000w; worth 45% of final grade) due no later than 28 August

Book Review (1,500w; worth 25% of final grade) due no later than 2 October

### **Due dates may be re-negotiated to fit in around other Hons schedules**

REMINDER: please retain a hard copy of your assignments as back-up. This is especially important in your Honours year.

#### **More detail:**

Source exercise (1,200-1,500 w; worth 15% of final grade)

Documentary (written) sources are only one way of understanding changes to land. In this exercise you need to choose another type of source (see suggestions below) and explore how this type of source depicts or records changes to and relationships with land. The format for this assignment is flexible but please adhere to usual conventions including bibliography (we all know how irritating unreferenced claims can be!).

Some suggestions for sources:

- Photographs, painting & prints, illustrations (you can do this by genre, collection or by location, eg: photos of farming, the Wildlife Service collection, or drawings and photos of the Orongorongo River valley)
- Home movies or official films held at the Film Archive
- Ephemera – posters, postcards, brochures, sports shop/ equipment catalogues, nursery catalogues
- Guide books, brochures for walks, tramps, cycle touring, tourist literature etc
- Trophies from fishing or hunting
- Maps
- Commemorative objects or souvenirs (your aunt may have an enormous collection of souvenir teaspoons)

Questions to explore:

- **Key Question:** How might the object contribute to what we know of people's relationships to and definitions of nature?
- What landscape is depicted in your chosen source (pastoral, bush, improved landscape, tame or wild, dangerous, exotic, native, domesticated, orderly etc etc)?

- What does the object itself tell you? Eg: guidebook small enough to put in a pocket? Teaspoon or souvenir linked to a particular kind of collecting or interior?
- Is there a 'scientific' motive behind the collection, especially in the case of those created by govt departments?
- How does the object reflect technology – printing, photography, the development of garden chemicals?
- What does the source tell you about tourism?

Some secondary readings will be suggested in the first few weeks of term.

**Due: 27 April**

**Grading criteria:**

- Evidence of thoughtful and imaginative consideration of the source
- Exploration of the key question
- Written expression, referencing techniques, conventions of the discipline generally

Essay proposal, including annotated bibliography and assessment of primary source material (1,500w; worth 15% of final grade)

The proposal for your research essay should include:

1. A precise essay question including a statement of argument (to what extent..., discuss, how significant..., how central was..., compare and contrast..., do you agree?) not simply descriptive statements (how..., in what ways..., why..., what caused...)
2. A statement about the issue or question which you intend to explore. You should relate this to work that has already been published in the area you are exploring (i.e., you should attempt to explain why the question is of historical interest, and the historiographical context into which it fits).
3. An annotated bibliography listing the main primary sources for your research, and the main relevant secondary sources.
4. A 600-750 word assessment of the main types of primary sources you intend to use, be they oral histories, diaries, letters, catalogues, magazines etc etc, reflecting on advantages (what they reveal) and disadvantages (what they obscure, how they are limited).

**Due: 1 June**

Research essay (4,000-5,000w; worth 45% of final grade)

Main grading criteria:

- Answering the question in a logical, well argued essay reflecting the length of time dedicated to this assessment task in this course
- Exploration of the significant historiographical literature
- Effective use of primary and secondary evidence
- Written expression, use of the conventions of the discipline

**Due: no later than 28 August**

### Book Review (1,500w; worth 25% of final grade)

For your final assignment, choose one book you have come across in your research or during the course, read it, and review it in the light of your accumulated knowledge of the literature and historiography in this area.

Grading criteria:

- The extent to which your accumulated knowledge in the course allows you to now critique the literature, making mature judgements about others' work
- Your ability to summarise the essence of an argument
- Succinct writing, clear expression

**Due no later than 2 October**

*Leading seminars:* I would like each student to volunteer to lead a seminar. This is not an assessed task, rather one that promotes collective responsibility and collegiality. To be discussed in the first class.

### **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) Gain a minimum grade of C

### **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.

## Seminar Programme

### Introductory seminar: 6 March

#### Reading:

Richard White, 'Discovering nature in North America', *Journal of American History*, vol.79, no.3, Dec 1992, pp.874-891;

OR

Doreen Massey, 'Places and their pasts', *History Workshop Journal*, issue 39, 1995, pp.182-192.

AND

Eric Pawson & Tom Brooking, 'Introduction' in Pawson & Brooking (eds), *Environmental Histories of New Zealand*, OUP, Auckland, 2002;

Thomas Dunlap, *Nature and the English Diaspora: Environment & history in the United States, Canada, Australia & New Zealand*, Cambridge, 1999, Introduction.

Tom Griffiths, 'We still have not lived long enough', Inside Story <http://inside.org.au> as an example of how environmental history can be extremely relevant to current events.

What is environmental history? How does our view of the past change when the environment becomes an actor or an historical subject? What is White arguing about how people confront the natural world and how we have to understand those encounters? Does Massey's argument about essentialising places have resonances with anything in your experience? Comparing Pawson & Brooking with Dunlap, how does the national approach compare with the trans-national or comparative approach? What do both approaches give us?

Further readings:

Tom Griffiths & Libby Robin (eds), *Ecology & Empire: Environmental Histories of Settler Societies*, Keele University Press, Edinburgh, 1997;

William Beinart & Lottie Hughes, *Environment & Empire*, OUP, Oxford, 2007;

These are both excellent sources for this course. They introduce major themes and some of the key authors in this field.

These next listings are indicative. Complete details will be handed out each week for the following seminar. If there is a topic you would like to have brought forward please ask.

*Encountering the new: Europeans in the Antipodes*

*Preserving wilderness: National Parks*

*Moves to conserve*

*Hunting*

*Indian connections – forestry and wildlife*

*Healthful environments*

*Farming, drought, gold, other colonial changes*

*Ice – polar exploration*

*War as travel, battlefields as hell, memorials as landscapes*

*Rivers and oceans*