



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

**HISTORY PROGRAMME
TRIMESTER 2 2009**

Monday 13 July to 15 November 2009

HIST 112: Introduction to New Zealand History

COURSE OUTLINE

Course Coordinator: Associate Professor Charlotte Macdonald
Old Kirk Building Room 416 (OK 416)
Tel 463 6761
Email: charlotte.macdonald@vuw.ac.nz
Office hours will be advised in the first week of the semester and will be posted on Blackboard.

Other teaching staff: Associate Professor Jim McAloon
Old Kirk Building Room 414 (OK 414)
Tel 463 6751
Email: jim.mcaloon@vuw.ac.nz

Plus guest lecturers Professor Roberto Rabel, Dr Malcolm McKinnon and Professor James Belich

Lectures: Tuesday and Thursday, 10 -10.50am, MacLaurin LT 101

Tutorials: Will be held weekly from week 2 (20 July) to week 11 (5 October).
Students will sign up to tutorials in the first week using S-Cubed.
Tutorials are scheduled at a range of times through the week, rooms will be advised.

Course delivery:

HIST 112 is taught in two 50-minute lectures per week and one 50 minute tutorial per week in the teaching period beginning Monday 13 July, finishing Friday 16 October. Tutorials meet from week 2 (20 July) to week 11 (5 October). A detailed Tutorial Programme is included in the HIST 112 Book of Readings. A Lecture Programme will be distributed at the first class and posted on the Blackboard site.

Communication of additional information:

Additional information concerning the course will be announced in lectures and posted on the Blackboard site for the course.

Course content:

HIST 112 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.

HIST 112 explores the development of distinctive patterns of life in twentieth-century Aotearoa/New Zealand. Examining history and historiography, issues of biculturalism, gender, class and evolving relations with Australia, Britain, the USA, the Pacific and Asia are considered within a broad survey of the period c.1900 to the present.

The course has several purposes:

- to explore the changing patterns and organisation of social groups (based on class, locality, 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.

Learning objectives:

Students passing the course will have:

- developed a broad understanding of some of the key processes and patterns in New Zealand's social, political, cultural and economic history through the twentieth century
- developed an understanding of the key patterns in historical understandings of New Zealand's twentieth-century history, and the ways in which such understandings change and are debated
- a knowledge of the key sources of New Zealand's twentieth-century history
- developed skills in researching, debating and presenting historical ideas in written and oral forms – emphasising clarity, imagination, and the accurate and appropriate use of referencing (footnotes and bibliography)

Expected workload:

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.

Readings:

Essential texts for HIST 112 are:

- *Writing History Essays*
- HIST 112 Book of Readings

The latest edition of *Writing History Essays* can be downloaded from:

<http://www.vuw.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf>

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After

week two all undergraduate textbooks will be sold from VicBooks and student notes from the Student Notes Distribution Centre 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. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended Reading:

The following works provide very useful general histories of New Zealand. Students in HIST 112 could consider purchasing one or more of these books for use during the course. All but the Byrnes, ed, *New Oxford History of New Zealand*, will be available on the secondhand market.

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 20th century as part of broader scope.

Giselle Byrnes, ed, *The New Oxford History of New Zealand*, Melbourne, 2009

The very latest general history of New Zealand, due to be published 22 July 2009. In a series of thematic chapters the volume tests the notion of New Zealand's history as a quest for 'national identity'.

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.

Bronwyn Dalley, *Living in the 20th 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.

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

Illustrated topical chapters across 19th and 20th centuries.

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.

Assessment Requirements:

HIST 112 is internally assessed.

There are four assessment tasks in HIST 112:

1. Tutorial Exercise:

Worth **10%** of final grade due on **allocated date** between weeks 4 – 11 of course (4 August – 5 October). The due date for your tutorial exercise will be allocated in week 2 of the course.

2. Research and Review Assignment

1200 words, including Bibliography. Worth **25%** of final grade, due 5pm, **Monday 10 August**.

3. Essay

2,200 words, including Bibliography. Worth **35%** of final grade, due 5pm, **Friday 2 October**.

4. Class test

(5 short paragraph answers) held in scheduled lecture hour, 10-10.50am, **Thursday 15 October**. Worth **30%** of final grade.

The Research and Review Assignment, and the Essay, are to be handed in at the assignment posting slot 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.

The **Tutorial Exercise** is designed to develop knowledge and skills in identifying and assessing **sources** used in creating history; the **Research and Review Assignment** is designed to develop skills in understanding **patterns** of historical understanding, and in discerning the changing nature of **historical debate** (through considering the place of the individual in history; the **Essay** is designed to advance skills in research using a broader range of materials and a wider thematic topic, and to develop skills in formulating and presenting historical explanation in written form; the **Class test** is designed to assess knowledge across a range of topic areas and to recognise and comment on the range of sources and arguments particularly as discussed in the tutorial programme.

All the assignments in HIST 112 are designed to develop students' knowledge of twentieth-century New Zealand, the sources from which such history has been created, the changing nature of historical understandings and debates, and to develop skills in researching and presenting history, including accurate and appropriate use of historical referencing (footnotes and bibliography).

The marking schedule for the assignments is as set out in *Writing History Essays*.

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 eight 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, ie wherever possible extensions must be sought BEFORE the due date. In such cases, you must fill out a form available from the History office (Old Kirk 405).

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 7 of the 10 tutorials.

The tutorial attendance requirement sets a minimum standard. Students are strongly encouraged to attend all tutorials. Tutorial participation is a central part of the course. Tutorial readings and discussion form the basis for the end of course test.

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>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

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>

The AVC(Academic) 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. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

LECTURE PROGRAMME

CM Charlotte Macdonald

JM Jim McAloon

Tuesday and Thursday lectures are in Maclaurin LT 101.

Tutorial groups posted at the end of this week

Tuesday 14 July 20th Century New Zealand – a foreign country?
Introduction, organisation, themes. CM

Thursday 16 July God's Own Country: the promises and
disappointments of a new century CM

Tutorial groups meet week of 20 – 24 July: The end of Australasia, the beginning of 'New Zealand'?

Tuesday 21 July Who is a New Zealander? Race, nation, rugby and
babies CM

Thursday 23 July Class and revolution JM

Tutorial week of 27 – 31 July: Searching for history in text and type- Cybercommons workshops

Tuesday 28 July Glorious tragedy: the meanings of WW1. CM
Lecture in Hunter Council Chamber, Level 2, Hunter Building (north end)

Thursday 30 July Empire and dominion: Aotearoa/New Zealand
and the 'Great War' JM

Tutorial week of 3 – 7 August: Patriotism and memory – contemporary debates, consensual memory?

Tuesday 4 August Making modern lives & Massey's memorial: the
enigma of the 1920s CM

Thursday 6 August The Sugarbag Years JM

Tutorial week of 10 – 14 August: The virtue of poverty? Barefoot and homeless in Depression New Zealand

RESEARCH & REVIEW ASSIGNMENT DUE MONDAY, 10 AUGUST 5PM

Tuesday 11 August Cradle to the grave – Labour's ambition JM

Thursday 13 August Maori to mid century JM

Tutorial week of 17 – 21 August: The Second World War: the path to citizenship?

Tuesday 18 August Centennial Stories CM

Thursday 20 August The People's War? CM

Mid-semester break 24 August – 6 September

Tutorial week of 7 – 11 September: Design for living – the postwar promise

Tuesday 8 September Cold War, hot passions JM

Thursday 10 September New Zealand's Vietnam - Professor Roberto Rabel

Tutorial week of 14 – 18 September: One people no longer?

Tuesday 15 September Economic prosperity, social conformity JM

Thursday 17 September He iwi tahi tatou? From the Hunn Report to Maori Sovereignty. CM

Tutorial week of 21 – 25 September: Living in the South Pacific – global politics, local arguments

Tuesday 22 September New Zealand in the Pacific, the Pacific in New Zealand – overstaying? CM

Thursday 24 September Changing external environments JM

Tutorial week of 28 September – 2 October: Symbols and invented traditions

Tuesday 29 September Muldoon and the politics of nostalgia JM

Thursday 1 October Blokes, blokesses & stirrers: shaking out the Establishment CM

ESSAY DUE FRIDAY, 2 OCTOBER 5PM

Tutorial week of 5 – 9 October: Radical experiments? Histories past and future

Tuesday 6 October 1984: turning point – politics and economics – Dr Malcolm McKinnon

Thursday 8 October 1984: turning point – politics and society- Professor James Belich

NO TUTORIALS THIS WEEK

Tuesday 13 October Conclusions, revision, course evaluations CM

Thursday 15 October CLASS TEST – LECTURE HOUR, MCL 101

ASSIGNMENTS

1. TUTORIAL EXERCISE

Due on allocated date during weeks 4 to 11 of course (4 August – 5 October). The date for your presentation will be allocated to you in week 2.

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

Worth 10% 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.

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 as last page of handout). Further copies are available on the blackboard site for the course and from your tutor.**

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Sources can be primary or secondary:

- journal articles, books, videos/dvds, official publications, located using the VUW Library catalogue (www.vuw.ac.nz/library);
- entries in *Te Ara: the Encyclopedia of New Zealand* (www.teara.govt.nz), *Dictionary of New Zealand Biography* (www.dnzb.govt.nz), *McLintock's Encyclopaedia* (also available on www.teara.govt.nz but be aware this is a 1966 publication in a 21stC digital format);
- images in Timeframes (www.natlib.govt.nz) or located using Matapihi (www.matapihi.org.nz), moving images held by the New Zealand Film Archive (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.teaohou.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 (27 – 31 July).

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 (27 – 31 July), 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 by 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.

2. RESEARCH AND REVIEW ASSIGNMENT: PEOPLE, TEXT AND CONTEXT

Due Monday, 10 August, 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 the government of the day.

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.victoria.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)

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)

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)

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)

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).

3. ESSAY

Due Friday, 2 October, 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.victoria.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. **What did New Zealand gain from fighting in the First World War? How have historians assessed the cost of that involvement?**

[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) 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. Who was interested in 'saving' New Zealand's natural beauty in the 1920s and 1930s, and for what reasons?

[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.
- 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
- Kirstie Ross, *Going Bush: New Zealanders and nature in the twentieth century*, Auckland, 2008
- 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 did the 1935 Labour government put so much effort into building new houses? How important was state housing in creating a society of equal opportunity? Discuss with reference to the period c.1935-1970.

[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*, 2nd ed. Auckland, 1996

Erik Olssen. 'Towards a New Society', Geoffrey Rice, ed., *The Oxford History of New Zealand*, 2nd 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 there an equivalent 'price of citizenship' for women in the second world war – as has been argued for Maori? What might women have gained during the war years and what has been the historical argument about this question?

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

Readings change

Ebbett

Montgomerie – several

Edmond

Ox Companion

Fyfe and Preston

Biogs

**Hutching – last vol Nzers remember series
Val Wood**

- Angela Ballara, 'Bennett, Charles Moihī 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)
- 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)
- 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*, 2nd 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)
- 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)
- 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. Described in first issue as 'a marae on paper'.
- Ranginui Walker, 'Maori People since 1950', G.W. Rice, ed., *Oxford History of New Zealand*, 2nd 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

DROP THIS QUESTION? I DON'T THINK ANYONE TACKLED IT LAST YEAR... OR REFORMULATE?

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?

THIS QUESTION MIGHT BE A BIT CLOSE TO THE TUT READING AND DISCUSSION FOR TUT 6. WOULD YOU LIKE TO FORMULATE SOMETHING DIFFERENT FOR THIS PERIOD?

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)

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 Parker-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. Was Vietnam rather than the EEC a more significant turning away from Britain for New Zealand in the postwar decades?

?

Why did New Zealand not introduce conscription once committing combat troops to Vietnam in 1965?

[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*, 2nd 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*, 2nd 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. Ngā Rōpū Wāhine 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. In 1972 Austin Mitchell described New Zealand as a *Half-gallon, quarter acre pavlova paradise*. What was wrong with the 'pavlova paradise' that made thousands of New Zealanders take to the streets to protest for change during the 1970s and early 1980s?

INCORPORATE AND CONSOLIDATE QUESTIONS 9, 10, 12

'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*, 2nd ed, Auckland, 1992, ch.19

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

11. **Why did the recognition of 6 February as a national holiday not satisfy the new Maori activist movement of the years c.1967-78?**

[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
- Paul Spoonley, *Mata Toa. The life and times of Ranginui Walker*, Auckland, 2009
- 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*, 2nd 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. Why did 'nuclear free' arguments become popular amongst New Zealanders from the 1970s? To what extent was this a recognition of New Zealand as a 'Pacific nation'?

['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
- Phillipa 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?

GOOD TO REVISE

- F. M. (Jock) Brookfield, *Waitangi and indigenous rights: revolution, law and legitimation*, Auckland, 2006
- Margaret Clark, ed. *For the Record: Lange and the Fourth Labour Government*. Wellington, 2005
- Mason Durie, *Te Mana, Te Kawanatanga: The Politics of Maori Self-Determination*, Auckland, 1998
- Aroha Harris, *Hikoi: forty years of Maori protest*, Wellington 2004
- I.H. Kawharu, ed., *Waitangi: Maori and Pakeha perspectives of the Treaty of Waitangi*, Auckland, 1989
- Jane Kelsey, *A question of honour?: Labour and the Treaty, 1984-1989*, Wellington, 1990
- Jane Kelsey, *Rolling Back the State: Privatisation of Power in Aotearoa/New Zealand*, Wellington, 1993
- W. H. Oliver, *Claims to the Waitangi Tribunal*, Wellington, 1991
- Andrew Sharp and Paul McHugh, eds, *Histories Power and Loss: Uses of the Past - A New Zealand Commentary*, Wellington, 2001
- Ranginui Walker, *Ka Whawhai Tonu Matou: Struggle Without End*, Auckland, 2nd edn, 2004
- Alan Ward, *An Unsettled History: Treaty Claims in New Zealand Today*, Wellington, 1999

HIST 112: New Zealand History Tutorial Exercise

Name:

Tutorial day and time: (eg Weds 10-11)

Topic: (choose from Tutorial Programme in HIST 112 Book of Readings)

*Please note: you are not required to submit the source material itself but you are required to fill in the following. You **may** attach **one** page to this sheet if you wish – a photograph, fuller description, etc.*

1. What is the source? (see Writing History Essays for guidance on accurate citation, available at Student Notes Shop or at www.vuw.ac.nz/history)

Where is it located?

(4 marks)

2. How did you find this source?

(4 marks)
PTO

3. How might this source assist in answering questions posed by the tutorial topic of the week?

(6 marks)

4. Identify its strengths and weaknesses. How reliable is this source? How much weight should be given to it in any historical explanation?

(6 marks)

Marker:

Total: /20 = 10% final grade contribution