



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME
HIST112: INTRODUCTION TO NEW ZEALAND HISTORY**

TRIMESTER 1 2010
1 March to 4 July 2010

Trimester dates

Teaching dates: 1 March 2010 to 4 June 2010
Mid-trimester break: 5 April to 18 April 2010
There is no formal examination for this course.

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Coordinator:

Associate Professor Jim McAloon

Old Kirk Building Room 414 (OK 414)

Tel 04 463 6751

Email: jim.mcaloon@vuw.ac.nz

Office hours: as advised in the first week of the trimester and posted on Blackboard.

Other teaching staff:

Professor Charlotte Macdonald

Old Kirk Building Room 416 (OK 416)

Tel 04 463 6761

Email: charlotte.macdonald@vuw.ac.nz

Office hours: as advised in the first week of the trimester and posted on Blackboard.

Class times and locations

Lectures:

Monday and Thursday, 11 -11.50am, Hugh Mackenzie LT 206

Tutorials:

Will be held weekly from week 2 (8 March) to week 11 (24 May). Students will sign up to tutorials in the first week using S-Cubed. Tutorials are scheduled at a range of times through the week, and rooms will be advised through Blackboard.

Course delivery

HIST112 is taught in two 50-minute lectures per week and one 50 minute tutorial per week in the teaching period beginning Monday 1 March, finishing Friday 4 June. Tutorials meet

from week 2 (8 March) to week 11 (24 May). A detailed Tutorial Programme is included in the HIST112 Book of Readings. A Lecture Programme is included in this Course Outline.

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

A survey of the origins and histories of New Zealand and its peoples from the beginnings of human settlement to the present. Topics covered include Maori-European encounters and conflicts, politics and identities, changes in everyday life, and the shifting relations between New Zealand and the Pacific, Australasian and British worlds. The course will also consider debates in the historical literature and the various sources used in historical analysis.

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
- developed an understanding of the key patterns in historical understandings of New Zealand's history, and the ways in which such understandings change and are debated
- developed a knowledge of some key sources for New Zealand 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 HIST112. This includes 2 hours of lectures and a 1 hour tutorial per week.

Readings

Essential texts for HIST112 are:

- *Writing History Essays*
- HIST112 Book of Readings

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

<http://www.victoria.ac.nz/history/degrees/docs/Writing%20History%20Essays.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 HIST112 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. If you were to purchase only one, Philippa Mein Smith would probably be your best choice.

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

A very valuable broad overview incorporating recent research in New Zealand history.

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.

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

The very latest general history of New Zealand. In a series of thematic chapters the volume tests the notion of New Zealand's history as a quest for 'national identity'.

James Belich, *Making Peoples: A History of the New Zealanders from Polynesian settlement to the end of the nineteenth century*, Auckland, 1997, and *Paradise Reforged: A History of the New Zealanders from the 1880s to the year 2000*, Auckland, 2001.

A two volume history of New Zealand, broad, wideranging and provocative.

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 and 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 the 19th and 20th centuries.

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

Survey history of Aotearoa/New Zealand focusing on last 150 years, written from a Maori perspective. First published 1990.

Materials and equipment

No other materials or equipment will be required, except for the usual necessities for university study: pens, paper, and a reliable backup system (i.e. a USB drive or similar) for your computing!

Assessment requirements

HIST112 is internally assessed.

There are four assessment tasks in HIST112:

1. Tutorial Exercise:

Worth **10%** of final grade due on **allocated date** between weeks 4 – 11 of course (22 March – 24 May). 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 29 March**.

3. Essay

2,200 words, including Bibliography. Worth **35%** of final grade, due 5pm, **Friday 21 May**.

4. Class test

(5 short paragraph answers) held in scheduled lecture hour, 11 -11.50am, **Thursday 3 June**. Worth **30%** of final grade, and based on tutorial readings and discussion.

The Research and Review Assignment, and the Essay, are to be handed in at the assignment posting slot at the History office, Old Kirk 405 (Room 405, Level 4, 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 HIST112 are designed to develop students' knowledge of 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, i.e. 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.

Class Representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

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.

In this course, you are required to submit an electronic copy of the Research and Review Assignment, and the Essay, through the class website on Blackboard, as well as a printed copy handed in at the History office.

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_victoria/avcademic/Publications.aspx

LECTURE PROGRAMME

JM Jim McAloon

CM Charlotte Macdonald

Lectures

Monday and Thursday 11-11.50am

Week 1

Mon 1 March Introduction JM, CM

Thu 4 March Ancient Colonisation of the Pacific JM

Week 2

Mon 8 March The Making of Maori JM

Thu 11 March Cook and the European discovery of the South Pacific JM

Tutorial: Polynesian Voyaging.

Week 3

Mon 15 March Curiosity, trade and a legacy of guilt? CM

Thu 18 March The Treaty and Sovereignty CM

Tutorial: Searching for History in text and type: Library resources on-line and on-shelf.

Week 4

Mon 22 March War and dispossession CM

Thu 25 March Migrations – the making of Pakeha New Zealand JM

Tutorial: Cultural encounters.

RESEARCH & REVIEW ASSIGNMENT DUE MONDAY, 29 MARCH, 5PM

Week 5

Mon 29 March Regional culture, regional economies JM

Thu 1 Apr Crisis and re-evaluation – the 1880s and 1890s JM

Tutorial: Land and settlement.

Mid-semester break: Friday 2 April to Sunday 18 April

Week 6

Mon 19 Apr The new century: God's own country? CM

Thu 22 Apr Glorious tragedy: the meanings of the First World War CM

Tutorial: Women's suffrage.

Week 7

Mon 26 Apr Jazz and Depression CM

Thu 29 Apr Reform and respectability – Labour's ambition JM

Tutorial: Patriotism and memory.

Week 8

Mon 3 May Maori to mid-century JM
 Thu 6 May The Second World War and the aftermath JM
 Tutorial: The great depression.

Week 9

Mon 10 May Fretful sleepers? Postwar New Zealand JM
 Thu 13 May Make love not war: shaking up the Establishment CM
 Tutorial: The Second World War: path to citizenship?

Week 10

Mon 17 May New Zealand and the Pacific CM
 Thu 20 May Nga Tamatoa and Ngati Pakeha? CM
 Tutorial: Going Places.

ESSAY DUE FRIDAY, 21 MAY, 5PM

Week 11

Mon 24 May From Muldoonism to Rogernomics JM
 Thu 27 May The aftermath of 1984 JM
 Tutorial: Living in the South Pacific.

Week 12

Mon 31 May Revision
 Thu 3 Jun Class test

CLASS TEST – THURSDAY 3 JUNE, 11AM, Hugh Mackenzie 206

ASSIGNMENTS

1. TUTORIAL EXERCISE

Due on allocated date during weeks 4 to 11 of course (22 March- 24 May). 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 HIST112 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;
- to answer four 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.

Sources can be primary or secondary:

- journal articles, books, videos/DVDs, official publications, located using the VUW Library catalogue (www.victoria.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 (15-19 March).

Where do I begin to look for relevant sources?

In the **first** instance consult the sources listed above.

Second, in week 3 of the course (15-19 March), we will be running tutorial sessions 'Searching for History in text and type'. 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.

Third, 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>).

Fourth, 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 HIST112 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 – i.e., 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 Outline (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. (i.e., how do the 'residues' of history as lived: the raw materials referred to 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, 29 March, 5pm.

Hand in at posting slot, History office, Old Kirk 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 advising the government of the day as to whether or not the person should be the subject of a newly commissioned statue to be paid for by public funds. 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).

Note that the Dictionary of New Zealand Biography – in print and www.dnzb.govt.nz/dnzb - has entries on all but Tuki-tahua and Huru-kokoti.

1. James Cook, 1728-1779

Anne Salmond, *The trial of the Cannibal dog*, London, 2003.

Glyn Williams, eds., *Captain James Cook: Explorations and Reassessments*, London, 2004.

J C Beaglehole, *The life of Captain James Cook*, London, 1974.

John Gascoigne, *Captain Cook: Voyager between worlds*, London, 2007

David Mackay, 'Exploring the Pacific, Exploring James Cook,' in Alan Frost and Jane Sampson, eds., *Pacific Empires*, Melbourne, 1999.

2. Tuki-tahua and Huru-kokoti, fl. 1790s

Anne Salmond, *Between Worlds*, Auckland, 1997.

Judith Binney, 'Tuki's universe' in Keith Sinclair, ed., *Tasman Relations*, Auckland, 1987.

J McAloon, Resource frontiers and settler capitalism, in Eric Pawson and Tom Brooking, eds., *Environmental Histories of New Zealand*

3. Charlotte Badger, fl. 1806-1808

Kay Daniels, *Convict women*, Sydney, 1988

Mary Louise Ormsby, 'Badger, Charlotte, fl.1806-1808', *Dictionary of New Zealand Biography*, Volume 1, Wellington, 1990 (available also at www.dnzb.govt.nz)

Deborah Oxley, *Convict maids: the forced migration of women to Australia*, Melbourne, 1996, Introduction and chapters 7-9 especially useful.

Kirsty Reid, *Gender, crime and empire: convicts, settlers and state in early colonial Australia*, Manchester, 2007

Anne Salmond, *Between worlds: early exchanges between Maori and Europeans 1773-1815*, Auckland, 1997, especially chapter 15

4. Samuel Marsden, 1765-1838

A. T. Yarwood, 'Marsden, Samuel (1765 - 1838)', *Australian Dictionary of Biography*, Volume 2, Melbourne, 1967, also available in ADB Online:

<http://adbonline.anu.edu.au>.

Andrew Sharp, 'Samuel Marsden and the Founding of the Kerikeri Mission,' in Judith Binney, ed., *Te Kerikeri 1770-1850: The Meeting Pool*, Wellington, 2007.

Anne Salmond, *Between Worlds*, Auckland, 1997.

5. Jane Kendall, 1784-1866

Judith Binney, 'Jane Kendall 1784-1866', Charlotte Macdonald, Mermeri Penfold and Bridget Williams, eds., *The Book of New Zealand Women/Ko Kui Ma te Kaupapa*, Wellington, 1991, pp.346-8.

Judith Binney, *The Legacy of Guilt: a life of Thomas Kendall*, rev. ed., Wellington, 2005

Judith Binney, 'Kendall, Thomas, 1778?-1832', *Dictionary of New Zealand Biography*, Volume 1, Wellington, 1990 (available also at www.dnzb.govt.nz)

Judy Corbalis, *Tapu*, London, 1996 (a novel based on historical events and characters)

Robert Glen, ed., *Mission and Moko: aspects of the work of the Church Missionary Society in New Zealand, 1814-1882*, Christchurch, 1992

Frances Porter and Charlotte Macdonald, ed. and intro, *My Hand Will Write What My heart Dictates: the unsettled lives of women in nineteenth-century New Zealand as revealed to sisters, family and friends*, Wellington and Auckland, 1996, p.77

6. Jean-Baptiste Pompallier, 1802-1871

Michael King, *God's farthest outpost: A history of Catholicism in New Zealand*, Auckland, 1994.

Jessie Munro, *Suzanne Aubert*, Auckland, 1996

ER Simmons, *Pompallier: prince of bishops*, Auckland, 1984.

John Dunmore, ed., *The French and the Maori*, Waikanae, 1992

John Dunmore, ed., *New Zealand and the French*, Waikanae, 1997

7. Wharetutu Newton ?-1870

- Atholl Anderson, *The Welcome of Strangers*, Dunedin, 1997
 Angela Wanhalla, *In/visible sight: the mixed descent families of southern New Zealand*, Wellington, 2009.
 Robert McNab, *Murihiku and the southern Islands*, Invercargill, 1907
 Harry Morton, *The Whale's Wake*, Dunedin, 1982

8. Hone Heke (Hone Wiremu Heke Pokai) ?-1850

- Claudia Orange, *The treaty of Waitangi*, Wellington, 1987
 Alan Ward, *A Show of Justice*, Auckland, 1974
 Ian Wards, *The Shadow of the Land*, Wellington, 1968
 James Belich, *The New Zealand Wars*, Auckland, 1986

9. Marianne Williams, 1793-1879

- Caroline Fitzgerald, ed., *Letters from the Bay of Islands: the story of Marianne Williams*, Auckland, 2004
 Grant Phillipson, 'Religion and land. The Church Missionary Society at Kerikeri, 1819-1850', J. Binney, ed. and into, *Te Kerikeri 1770-1850. The Meeting Pool*, Wellington, 2007, pp.51-71
 Frances Porter and Charlotte Macdonald, ed. and intro, *'My Hand Will Write What My heart Dictates: the unsettled lives of women in nineteenth-century New Zealand as revealed to sisters, family and friends*, Wellington and Auckland, 1996, especially pp.27-8, 155-6, 275-7
 Lawrence M. Rogers, *Te Wiremu. A biography of Henry Williams*, Christchurch, 1973
 Sarah Marianne Williams, 'Williams, Marianne, 1793-1879', *Dictionary of New Zealand Biography*, Volume 1, Wellington, 1990 (available also at www.dnzb.govt.nz)

10. Robert FitzRoy, 1805-1865

- Claudia Orange, *The treaty of Waitangi*, Wellington, 1987
 Alan Ward, *A Show of Justice*, Auckland, 1974
 Ian Wards, *The Shadow of the Land*, Wellington, 1968
 John Gribbin and Mary Gribbin, *Fitzroy*, London, 2003
 Paul Moon, *FitzRoy: Governor in crisis, 1843-1845*, Auckland, 2000

11. Edward Gibbon Wakefield, 1796-1862

- Friends of the Turnbull Library, ed., *Edward Gibbon Wakefield and the colonial dream*, Wellington, 1997
 Philip Temple, *A Sort of Conscience*, Auckland, 2002
 Patricia Burns, *Fatal Success*, Auckland, 1989
 John Miller, *Early Victorian New Zealand*, Wellington, 1959.

12. Ernst Dieffenbach, 1811-1855

- Philip Temple, *New Zealand Explorers*, Christchurch, 1985
 Ernst Dieffenbach, *Travels in New Zealand*, Christchurch, 1974 (1841).
 Gerda Bell, *Ernest Dieffenbach, Rebel and humanist*, Palmerston North, 1976
 James N. Bade, ed., *The German Connection*, Auckland, 1993

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 their historical context
- 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, 21 May, 5pm.

Hand in at posting slot, History office, Old Kirk 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 Outline are a useful starting point for all essay questions.

1. How, and when, was New Zealand first settled? How can we know?

K. R. Howe, *The Quest for Origins*, Auckland, 2003

K. R. Howe, ed., *Vaka Moana*, Auckland, 2006.

Douglas G. Sutton, ed., *The Origins of the first New Zealanders*, Auckland, 1994

Ben Finney, *Voyage of Rediscovery*, Berkeley, 1994.

Andrew Sharp, *Ancient Voyagers in the Pacific*, Harmondsworth, 1957

David Lewis, *We, the Navigators*, Honolulu, 1994

Geoffrey Irwin, *Prehistoric exploration and colonisation of the Pacific*, Auckland, 1992.

Patrick Vinton Kirch, *On the Road of the Winds*, Berkeley, 2000.

- 2. Describe and account for change and regional variations in Maori society between first settlement and 1769. What are the strengths and weaknesses of the bases of our knowledge in this area?**

Atholl Anderson, 'Origins, Settlement and Society of Pre-European South Polynesia' in Giselle Byrnes, ed., *The New Oxford History of New Zealand*, Sydney, 2008.

Janet Davidson, *The Prehistory of New Zealand*, Auckland, 1987.

Atholl Anderson, *The Welcome of Strangers*, Dunedin, 1997

Anne Salmond, *Two Worlds*, Auckland, 1991

Anne Salmond, *Between Worlds*, Auckland, 1997

- 3. Which did most to shape long term relations between Maori and European peoples in Aotearoa/New Zealand: muskets, bibles or microbes?**

James Belich, *Making Peoples: a history of the New Zealanders from Polynesian settlement to the end of the nineteenth century*, Auckland, 1996

James Belich, *The New Zealand Wars and the Victorian interpretation of racial conflict*, Auckland, 1986

Judith Binney, Judith Bassett, Erik Olszen, *The People and the Land Te tangata me te whenua: an illustrated history of New Zealand, 1820-1920*, Wellington, 1990

Alfred Crosby, *Ecological imperialism: the biological expansion of Europe, 900-1900*, Cambridge, 1986 (and subsequent editions)

Michael King, *Penguin History of New Zealand*, Auckland, 2003

Frances Porter and Charlotte Macdonald, *'My Hand Will Write What My heart Dictates: the unsettled lives of women in nineteenth-century New Zealand as revealed to sisters, family and friends*, Wellington and Auckland, 1996

Andrew Sharp and P.G. McHugh, eds., *Histories, Power and Loss*, Wellington, 2001

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

Ranginui Walker, *Ka Whawhai Tonu Matou: struggle without end*, rev. ed. Auckland, 2004

Angela Wanhalla, *In/visible sight. The mixed descent families of southern New Zealand*, Wellington, 2009

- 4. Are the events of 1840 best characterised as 'fatal impact', 'fatal necessity' or 'political compact'?**

Peter Adams, *Fatal necessity: British intervention in New Zealand, 1830-1847*, Auckland, 1977

Tony Ballantyne, 'The state, politics and power, 1769-1893', Giselle Byrnes, ed., *New Oxford History of New Zealand*, Melbourne, 2009, chapter 5

James Belich, *Making Peoples: a history of the New Zealanders from Polynesian settlement to the end of the nineteenth century*, Auckland, 1996

Judith Binney, Judith Bassett, Erik Olssen, *The People and the Land Te tangata me te whenua: an illustrated history of New Zealand, 1820-1920*, Wellington, 1990
 Judith Binney, ed. and into, *Te Kerikeri 1770-1850. The Meeting Pool*, Wellington, 2007
 Mason Durie, *Te mana, te kawanatanga : the politics of Maori self-determination*, Auckland, 1998
 I. H. Kawharu, ed., *Waitangi : Maori and Pakeha perspectives of the Treaty of Waitangi*, Auckland, 1989
 Claudia Orange, *The Treaty of Waitangi*, Wellington, 1987
 Claudia Orange, *The Illustrated History of the Treaty of Waitangi*, Wellington, 2004
 J.M.R. Owens, 'New Zealand before annexation', Geoffrey W. Rice, ed., *Oxford History of New Zealand*, second ed., Auckland, 1992, chapter 2

5. Can we generalise about the aspirations of nineteenth-century European immigrants to New Zealand? Was the society which the immigrants created shaped more by metropolitan culture or by local circumstances?

Jock Phillips and Terry Hearn, *Settlers: New Zealand immigrants from England, Ireland & Scotland, 1800-1945*, Auckland, 2008 (an electronic, and expanded, version is available at www.nzhistory.net.nz/culture/home-away-from-home/sources).

Tom Brooking and Jennie Coleman, eds., *The Heather and the Fern: Scottish migration and New Zealand settlement*, Dunedin, 2003
 Lyndon Fraser, ed., *A distant shore: Irish migration & New Zealand settlement*, Dunedin, 2003
 Angela McCarthy, *Irish migrants in New Zealand, 1840-1937: 'the desired haven'*, Woodbridge, 2005
 Rollo Arnold, *The Farthest promised land*, Wellington, 1981
 Rollo Arnold, *New Zealand's Burning: The settlers' world in the mid 1880s*, Wellington, 1994
 Eric Richards, *Britannia's children: emigration from England, Scotland, Wales and Ireland since 1600*, London, 2004.
 Frances Porter and Charlotte Macdonald with Tui MacDonald, eds., *My Hand Will Write What My Heart Dictates: The unsettled lives of women in nineteenth-century New Zealand as revealed to sisters, family and friends*, Auckland, 1996.

6. To what extent, and why, was the Great Depression a political and economic turning point for New Zealand?

Tony Simpson, *The Sugarbag years*, Wellington, 1974
 R. M. Chapman, 'From Labour to National' in W. H. Oliver and Bridget Williams, eds., *The Oxford History of New Zealand*, Auckland, 1981.
 Philippa Mein Smith, *A Concise History of New Zealand*, Cambridge, 2005.
 Gary Hawke, *The making of New Zealand*, Wellington, 1985
 Barry Gustafson, *From the cradle to the grave: A biography of Michael Joseph Savage*, Auckland, 1986

Michael Bassett with Michael King, *Tomorrow comes the song: A life of Peter Fraser*, Auckland, 2000
 Margaret McClure, *A civilised community*, Auckland, 1997
 Malcolm McKinnon, *Treasury*, Auckland, 2003
 Brian Roper and Chris Rudd, eds., *State and economy in New Zealand*, Auckland 1993
 Michael Bassett, *The State in New Zealand*, Auckland, 1998.

7. Compare the circumstances and initiatives taken by iwi in the Waikato, Urewera and East Coast in the period c.1900-1935. How did leaders and people respond to the challenges of a recovering population, cultural resilience, changing national politics but continued economic marginality?

Judith Binney, *Encircled Lands: Te Urewera, 1820-1921*, Wellington, 2009
 Judith Binney, Gillian Chaplin and Craig Wallace, *Mihaia: the prophet Rua Kenana and his community at Maungapohatu*, Wellington, 1979
 Binney, Judith. 'Rua Kenana Hepetipa 1868/1869? - 1937', *Dictionary of New Zealand Biography*, updated 22 June 2007
 URL: <http://www.dnzb.govt.nz/> The original version of this biography was published in the *Dictionary of New Zealand Biography* Volume Three (1901-1920), 1996
 Richard Hill, 'Maori and State Policy', Giselle Byrnes, ed., *New Oxford History of New Zealand*, Melbourne, 2009, chapter 21
 Michael King, *Te Puea: a biography*, Auckland, 1977 (plus subsequent editions)
 Michael King, 'Between Two Worlds', Geoffrey W. Rice, ed., *Oxford History of New Zealand*, second ed., Auckland, 1992, chapter 11
 Parsonson, Ann. 'Herangi, Te Kirihaehae Te Puea 1883 - 1952', *Dictionary of New Zealand Biography*, updated 22 June 2007
 URL: <http://www.dnzb.govt.nz/> The original version of this biography was published in the *Dictionary of New Zealand Biography* Volume Three (1901-1920), 1996
 Sorrenson, M. P. K. 'Ngata, Apirana Turupa 1874 - 1950', *Dictionary of New Zealand Biography*, updated 22 June 2007
 URL: <http://www.dnzb.govt.nz/> The original version of this biography was published in the *Dictionary of New Zealand Biography* Volume Three (1901-1920), 1996
 Ranginui Walker, *He tipua: the life and times of Sir Apirana Ngata*, Auckland, 2001
 Ranginui Walker, *Ka Whawhai Tonu Matou: struggle without end*, rev. ed. Auckland, 2004

8. Is Pearson's critique of 1950s New Zealand in 'Fretful Sleepers' justified?

W. H. Pearson, 'Fretful sleepers'.
 Available online at <http://publicaddress.net/default.gnza,1.sm>
 Graeme Dunstall, 'The Social Pattern' in Geoffrey W. Rice, ed., *The Oxford History of New Zealand: Second Edition*, Auckland, 1992.
 Redmer Yska, *All shook up: The flash bodgie and the rise of the New Zealand teenager in the 1950s*, Auckland, 1993
 David Grant, ed., *The Big Blue: Snapshots of the 1951 waterfront lockout*, Christchurch, 2004.

Janet Soler, 'That incredible document known as the Mazengarb report,' *Sites*, no. 19, 1988.

Maureen Molloy, 'Science, myth and the adolescent female: The Mazengarb Report, the Parker-Hulme trial and the Adoption Act' *Women's Studies Journal* vol. 9, no 1, 1993.

Michael Bassett, *The State in New Zealand*, Auckland, 1998.

Bronwyn Dalley, 'The Golden Weather, 1949-1965' in Bronwyn Dalley and Gavin McLean, eds., *Frontier of dreams: the story of New Zealand*, Auckland, 2005.

Warwick Roger, *Old heroes: the 1956 Springbok Tour & the lives beyond*, Auckland, 2006.

9. Why did New Zealanders go to war with each other over rugby in the period c.1958-1985? How did the grounds for the battle shift over the 1950s-1980s and what were the outcomes of the contest?

Geoff Chapple, *1981: the tour*, Wellington, 1984

Counting the cost: the 1981 Springbok tour in Wellington, Anna Aitken, editors, David Mackay, et al, Wellington, 1982

Charlotte Macdonald, 'Ways of belonging: sporting spaces in New Zealand history', Giselle Byrnes, ed., *New Oxford History of New Zealand*, Melbourne, 2009, chapter 12

Tom Newnham, ed., *By batons and barbed wire*, 3rd ed., Auckland, 2003

Tom Newnham, comp., *25 years of C.A.R.E*, Auckland, 1989 [Campaign for Racial Equality]

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 attitudes to race relations in South Africa, 1921-94*, Auckland, 1998

Richard Thompson, *Retreat from apartheid: New Zealand's sporting contacts with South Africa*, Wellington, 1975

10. Germaine Greer, Whina Cooper and Donna Awatere led protests against what sorts of power in 1970s New Zealand? Were these primarily protests of one generation against another or something else?

Donna Awatere, *My Journey*, Auckland, 1996

Chris Brickell, 'Sexuality, morality and society', Giselle Byrnes, ed., *New Oxford History of New Zealand*, Melbourne, 2009, chapter 19

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.191-214, chapter 8

Sandra Coney, *Standing in the Sunshine: a history of New Zealand women since they won the vote*, Auckland, 1993

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

Michael King, *Whina: a biography of Whina Cooper*, Auckland, 1983 (and subsequent editions)

Jock Phillips, 'Generations 1965-1984', Bronwyn Dalley and Gavin McLean, eds., *Frontiers of Dreams*, Auckland, 2005, chapter 12

Tim Shadbolt, *Bullshit and Jellybeans*, Wellington, 1971

Ranginui Walker, *Ka Whawhai Tonu Matou: struggle without end*, rev. ed. Auckland, 2004

Ranginui J. Walker, 'Maori people since 1950', Geoffrey W. Rice, ed., *Oxford History of New Zealand*, second ed., Auckland, 1992, chapter 19

11. Did New Zealand become more or less of a 'Pacific nation' in the period c.1970-2000?

Mary Boyd, 'New Zealand and the other Pacific islands', Keith Sinclair, ed., *Oxford Illustrated History of New Zealand*, Auckland, 1990, chapter 12 (and subsequent editions)

Kevin Clements, *Back from the brink: the creation of a nuclear-free New Zealand*, Wellington, 1988

Peggy Fairbairn-Dunlop and Gabrielle Sisifo Makisi, ed., *Making our place: growing up Pī in New Zealand*, Palmerston North, 2003

Peggy Fairbairn-Dunlop, 'Emele-Moa Teo Fairbairn', Lyndon Fraser and Katie Pickles, eds., *Shifting centres: women and migration in New Zealand history*, Dunedin, 2002

Kerry Howe, 'New Zealand's twentieth-century Pacifics: memories and reflections', *New Zealand Journal of History*, 34: 1 (April), pp.4-19

W. David McIntyre, 'From dual dependency to nuclear free', Geoffrey W. Rice, ed., *Oxford History of New Zealand*, second ed., Auckland, 1992, chapter 20

Philippa Mein Smith, *A Concise History of New Zealand*, Melbourne, 2005, especially chapters 8-10

Barry Mitcalfe, *Boy Roel: voyage to nowhere*, Wellington, 1972

Damon Salesa, 'New Zealand's Pacific', Giselle Byrnes, ed., *New Oxford History of New Zealand*, Melbourne, 2009, chapter 7

Malcolm Templeton, *Standing upright here: New Zealand in the nuclear age 1945-1990*, Wellington, 2006

**HIST112: New Zealand History
Tutorial Exercise**

Name:

Tutorial day and time: (e.g. Wednesday, 10-11am)

Topic: (choose from Tutorial Programme in HIST112 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.victoria.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