



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

**HISTORY PROGRAMME
2010**

**HIST422: A topic in New Zealand History I –
In their place: perspectives on people and land
CRN7706**

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

PLEASE NOTE: CLASSES WILL COMMENCE 5 MARCH– pick up your readings at Honours orientation.

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

HIST422 is a full year course. Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

COURSE CONTENT, AIMS & OBJECTIVES

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

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

By the end of HIST422, students passing the course should have:

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

Graduate attributes

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

Critical Thinking

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

Creative Thinking

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

Communication

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

Leadership

- 1: Pursue and manage independent research

- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

COURSE READINGS are a combination of photocopies distributed in classes and those electronically available through the Victoria library and other sources.

See seminar programme below

ASSESSMENT

In brief:

HIST422 is internally assessed.

Source exercise (1,200-1,500 words, worth 15% of final grade) due Monday 26 April

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

Research essay (4,000-5,000w; worth 45% of final grade) due no later than Friday 27 August

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

Due dates may be re-negotiated to fit in around other Hons schedules but please do this earlier rather than later in the year.

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

More detail:

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

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

Some suggestions for sources:

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

- Domestic goods, clothing or furnishings, for eg: bone-handled cutlery or fur coats
- Maps
- Commemorative objects or souvenirs (your aunt may have an enormous collection of souvenir teaspoons)

Questions to explore:

- **Key Question:** How might the object contribute to what we know of people's relationships to and definitions of nature?
- What landscape is depicted in your chosen source (pastoral, bush, improved landscape, tame or wild, dangerous, exotic, native, domesticated, orderly etc etc)?
- What does the object itself tell you? Eg: guidebook small enough to put in a pocket? Teaspoon or souvenir linked to a particular kind of collecting or interior?
- Is there a 'scientific' motive behind the collection, especially in the case of those created by govt departments?
- How does the object reflect technology – printing, photography, the development of garden chemicals?
- What does the source tell you about tourism?

Some secondary readings will be suggested as you choose your objects, but some readings might include:

John MacKenzie, 'Empires of Travel: British Guide Books and Cultural Imperialism in the 19th and 20th Centuries' in John K Walton (ed), *Histories of Tourism: Representation, Identity & Conflict*, Clevedon, 2005.

Sarah Barber and Corinna Peniston-Bird (eds), *History beyond the text: a student's guide to approaching alternative sources*, Routledge, London, 2009.

Lou Taylor, 'Object Lesson – "To attract the attention of fish as little as possible": An object-led discussion of three garments, for country wear for women, made of Scottish woollen cloth, dating from 1883-1908', *Textile History*, 38, 1, May 2007, 92-105.

Jane R. Camerini, 'Evolution, Biogeography, and Maps: An Early History of Wallace's Line' *Isis*, Vol. 84, No. 4 (Dec., 1993), pp. 700-727 (available on JSTOR)

Due: 26 April

Grading criteria:

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

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

The proposal for your research essay should include:

1. A precise essay question including a statement of argument (to what extent..., discuss, how significant..., how central was..., compare and contrast..., do you agree?) not simply descriptive statements (how..., in what ways..., why..., what caused...)

2. A statement about the issue or question which you intend to explore. You should relate this to work that has already been published in the area you are exploring (i.e., you should attempt to explain why the question is of historical interest, and the historiographical context into which it fits).
3. An annotated bibliography listing the main primary sources for your research, and the main relevant secondary sources.
4. A 600-750 word assessment of the main types of primary sources you intend to use, be they oral histories, diaries, letters, catalogues, magazines etc etc, reflecting on advantages (what they reveal) and disadvantages (what they obscure, how they are limited).

Due: 1 June

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

Main grading criteria:

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

Due: no later than 27 August

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

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

Grading criteria:

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

Due no later than 1 October

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

Penalties

Students will be penalised for late submission of essays—a deduction of 5% per day up to a maximum of 5 working days. Work that is more than 5 working days late 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 notice will be necessary, unless exceptional circumstances make this impossible. You must complete an extension form, available from the History Office (Old Kirk Room 405), and agree to a new due date with your lecturer. A photocopy of the extension form (approved and signed by the lecturer) must be submitted with the essay.

Workload:

Over the course of the year you are expected to spend 300 hours on HIST422. This includes attendance at seminars.

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)

Academic Integrity and Plagiarism

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

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

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

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

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

General university policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

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

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>

