

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

**HIST317: NEW ZEALAND HISTORY
TRIMESTER 1 2011
28 February to 2 July 2011**

Trimester dates

Teaching dates: 28 February to 3 June 2011
Mid-trimester/Easter break: 18 April to 1 May 2011
Study week: 6-10 June 2011
Examination/Assessment period: 10 June to 2 July 2011

Withdrawal dates

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

Course Coordinator: Jim McAloon

Office: Old Kirk Building, room 414 (OK414)
Phone: 463 6751
Email: jim.mcaloon@vuw.ac.nz
Office Hours: By appointment, or drop in if the door is open.

Lectures: Tuesday, 12.00 – 12.50am
Murphy 220 (MYLT220)

Seminars: Monday, 2.10-4.00pm (New Kirk 202)
Tuesday, 2.10-4.00pm (24 Kelburn Parade, room 203)
Friday, 10.00-11.50am (Murphy 632)
Friday, 2.10-4.00pm (Old Kirk 501)

Tutor: Rebecca Kocks (email: rebecca.kocks@vuw.ac.nz)

Course delivery

The course will be based on one lecture and one two-hour seminar each week. Seminars begin in the third week and times will be organised in the first lecture and the lists posted online and on the the History notice board outside OK405. It is expected that all students will do the specified reading before the seminar.

There will be a HIST317 Blackboard site. Blackboard will be used to host the course outline (should you misplace it), link to additional material, and to contact the class via email. The Blackboard class-email function uses your student email (@student.vuw.ac.nz). If you use another email address, set up your student email account to redirect messages to your preferred email address.

Additional information:

Any additional information relating to this course will be posted on Blackboard or on the History Programme noticeboard, 4th floor foyer, Old Kirk Building, and will be announced in lectures.

Course content

In this course we will examine selected key themes in the history of New Zealand from the 1770s until 1914, not only in detail but also in terms of New Zealand as a settler society. The aims will be to explore the literature on various topics in some depth and thus to examine the scholarly debates around these topics.

Learning objectives

Students passing the paper will have a critical and constructive understanding of New Zealand's history over the period. New Zealand residents and citizens will be better prepared to participate in ongoing debates about New Zealand politics and society. Foreign students will have a deeper understanding of New Zealand society, and be able to apply New Zealand comparisons to their own countries. All students will have a critical understanding of the nineteenth century world of settler societies.

Through the various pieces of assessment you will enhance your skill at reading multiple sources, identifying the debate between sources, and contributing your own thoughts to these discussions. You will become skilled at informal reflective writing as preparation for class discussion, and as input to formal essay writing. You will be confident in discussing your ideas with others in class, and learning through discussion in tutorials.

Graduate attributes:

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

Critical Thinking

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

Creative Thinking

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

Communication

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

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote around 200 hours, or 12 hours per week, to HIST 317 (averaged over the 17 weeks of the trimester). This includes one hour of lectures and two hours of tutorials per week, three

hours for each week's reading, an additional three hours for each of the four weeks in which seminar presentations are prepared, a hundred hours total for preparing the major essay, and an hour a week for reflection and intellectual curiosity. Note that this is an estimate for an average student.

Readings

Essential and useful texts:

The essential text is the HIST 317 Book of Readings.

A number of general histories of New Zealand will be useful, including

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

Geoffrey Rice (ed.), *The Oxford History of New Zealand*, (2nd edition), Auckland, 1992.

James Belich, *Making Peoples: A History of the New Zealanders, from Polynesian Settlement to the End of the Nineteenth Century*, Auckland, 1996.

-----, *Paradise Reforged*, Auckland, 2001.

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

Students with no background in New Zealand history would find Mein Smith the best introduction, but it can be recommended to all students. Both *Oxford History* volumes are naturally more detailed, and Belich's work is often provocative in its interpretations.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 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 nominated collection points at each campus. 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.

Assessment requirements

- (a) **Four** seminar papers (from ten topics) **each worth 12.5%**, for a total of 50%.
AND
- (b) **One** essay of **4,000 words**, worth **50%** of your total course mark, due 5pm **Tuesday 7 June 2011**.

The objectives of this course are to facilitate critical thinking and discussion about New Zealand history, and to give students the opportunity to work on discovering their own ideas. The seminar papers allow the development of ideas as work in progress, and the final essay provides the opportunity to develop ideas more fully, and integrate a range of reading.

The course requirements and assessment are structured so that you have very strong incentives to read widely, write about what you have read, and enhance your learning by discussing your ideas about the reading with others. Writing a lengthy essay will also be useful preparation for more advanced work.

Seminar papers

These should be of **750-1,000 words each**. They should discuss issues raised by the **compulsory readings, and two or more of the optional suggested readings**, for each topic. They will need to discuss different interpretations in the various readings, and comment on the merits of the various readings. You will be expected to discuss your paper at the relevant seminar, co-ordinating the presentations with other students who have prepared the same topic. **The papers will be handed in immediately after that seminar.**

We will therefore need to have the timetable for the response papers organised in or very shortly after the first lecture, and while every effort will be made to meet individual preferences, this may not always be possible.

Essay

The **essay** will be due on Tuesday 7 June. The length should be about **4,000 words**. You will need to prepare and email me a **one-page proposal** by **Friday 6 May**; earlier would be helpful. The essay may deal with any topic or topics considered in the course. It must be based on comprehensive reading and a good essay will integrate perspectives and ideas from a wide range of sources. It should go without saying that a high standard of written English and attention to referencing are expected. Some more detailed comments on the characteristics of a good essay will be made available on Blackboard.

Mandatory course requirements

If you are due to give a seminar paper, fail to attend that seminar, and do not give a satisfactory explanation for your absence either before or as soon as possible afterwards, you will receive 0 for that paper and will not be allowed to substitute another topic. Thus, you will not be marked for all four seminar papers.

You may not enrol in this course if you are not available for one of the seminar times. The reason, apart from common courtesy, is that much of the course depends on participation, and students must not think that they can get marks for a seminar paper without presenting it or pass the course without reasonable attendance.

You must hand in the major essay.

Late submission of written work

First, please note that I am happy to discuss extensions to due dates for written work.

However, if work is handed in late without prior agreement, the normal penalties will apply: a deduction of **5 %** for the **first day** late, and **2%** per day thereafter, up to a **maximum of 8 days**. Work that is more than 8 days late will not be marked. Proper consideration will be given to any genuine extenuating circumstance, which will need to be supported by evidence.

Return of assignments

Seminar papers will be returned in class. The final essay will be returned in notified office hours.

Class Representative

A class representative will be elected early in the trimester, 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.

Presentation of written work

All work handed in for marking should be word-processed and printed. Spacing should be 1.5 and double-sided printing is encouraged. In all cases you should keep copies of your work, whether photocopied or electronic (and preferably both).

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_victoria/avcacademic/Publications.aspx

HIST 317 LECTURE and SEMINAR TOPICS

1 March:	Introduction to the course	No seminar
8 March:	Settler societies	No seminar
15 March:	Early Maori and European encounters.	Seminar – settler societies
22 March:	The New Zealand Company	Seminar - Encounters
29 March:	Dispossessions: Deeds, Guns, and Laws	Seminar – New Zealand Company
5 April:	Immigration	Seminar - Dispossessions
12 April:	Settlers and the environment	Seminar - Immigration
Mid-trimester break: 18 April-1 May		
3 May:	Worlds of work	Seminar - Environment
10 May:	Class	Seminar – Worlds of Work
17 May:	Gender	Seminar - Class
24 May:	Reformism	Seminar - Gender
31 May:	No lecture	Seminar – Reformism

HIST317 COMPULSORY READING LIST

All the following material is in the Book of Readings. The optional reading list will be posted on the HIST317 Blackboard site, with links to resources that are available electronically. Material not available electronically will be on reserve in the VUW Library.

1. Settler Societies

- C. B. Schedvin, 'Staples and regions of Pax Britannica,' *Economic History Review*, (2nd series), Vol.43, 1990, pp.533-59.
- John P. Fogarty, 'The Comparative Method and the Nineteenth Century Regions of Recent Settlement,' *Historical Studies*, 19, 1981, pp 412-29.
- Philip Ehrensaft and Warwick Armstrong, 'Dominion Capitalism: A First Statement,' *Australian and New Zealand Journal of Sociology*, Vol.14, 1978, pp.352-63.

2. Maori and European encounters

- Captain Cook's journal during his first voyage round the world made in H. M. Bark Endeavour, 1768-71: a literal transcription of the original mss*, pp.vii-xiv, pp.129-81.
- Anne Salmond, 'Tute : the impact of Polynesia on Captain Cook,' in Glyndwr Williams, ed., *Captain Cook: explorations and reassessments*, Rochester, NY, 2004, pp.77-93.
- J. W. Davidson, 'New Zealand, 1820-1870: An Essay in Reinterpretation,' *Historical Studies Australia and New Zealand*, Vol.5, no.20, 1953, pp.349-60.
- Atholl Anderson, *The Welcome of Strangers: An ethnohistory of Southern Maori, AD 1650-1850*, Dunedin, 1998, pp.63-110.
- Anne Salmond, *Between Worlds: Early Exchanges between Maori and Europeans, 1773-1815*, Auckland, 1997, pp.510-17.

3. The New Zealand Company: Visions of a colony

- Edward Gibbon Wakefield, *A view of the art of colonization, with present reference to the British empire*, London, 1914 (first published 1849), pp.37-72, 193-217.
- Erik Olssen, 'Mr. Wakefield and New Zealand as an Experiment in Post-Enlightenment Experimental Practice,' *New Zealand Journal of History*, Vol.31, no.2, 1997, pp.197-218.
- Philip Temple, *A Sort of Conscience: The Wakefields*, Auckland, 2002, pp.188-208, 563-4.
- Ged Martin, 'Wakefield's Past and Futures,' in Friends of the Turnbull Library (ed.), *Edward Gibbon Wakefield and the Colonial Dream: A Reconsideration*, Wellington, 1997, pp.20-44.

4. Dispossessions: Deeds, Guns, and Laws

- John C. Weaver, 'Frontiers into Assets: The Social Construction of Property in New Zealand, 1840-65,' *Journal of Imperial and Commonwealth History*, Vol.27, 1999, pp.17-54.
- Richard Boast, *Buying the Land, Selling the Land: Governments and Maori Land in the North Island 1865-1921*, Wellington, 2008, pp.1-40, 443-53.

5. Immigration

- Terry Hearn, 'Irish Migration to New Zealand to 1915' in Lyndon Fraser (ed.), *A Distant Shore: Irish Migration and New Zealand Settlement*, Dunedin, 2000, pp.55-74, 171-2.
- Tom Brooking, 'Sharing out the Haggis: The Special Scottish Contribution to New Zealand History' in Tom Brooking and Jennie Coleman (eds.), *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, Dunedin, 2003, pp.49-66, 176-80.
- John M. MacKenzie, 'A Scottish Diaspora? The Scottish Empire and Interactive Identities' in Tom Brooking and Jennie Coleman (eds.), *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, Dunedin, 2003, pp.17-32, 173-4.
- Angela McCarthy, '"In Prospect of a Happier Future": Private Letters and Irish Women's Migration to New Zealand, 1840-1925' in Lyndon Fraser (ed.), *A Distant Shore: Irish Migration and New Zealand Settlement*, Dunedin, 2000, pp.105-16, 178-81.

6. Settlers and the Environment

Graeme Wynn, 'Remapping Tutira: Contours in the Environmental History of New Zealand,' *Journal of Historical Geography*, Vol.23, no.4, 1997, pp. 418-46.

Peter Holland, Kevin O'Connor and Alexander Wearing, 'Remaking the grasslands of the open country' in Eric Pawson and Tom Brooking (eds.), *Environmental Histories of New Zealand*, Melbourne, 2002, pp.69-83, 302-4.

Graeme Wynn, 'Destruction under the guise of improvement? The forest, 1840-1920' in Eric Pawson and Tom Brooking (eds.), *Environmental Histories of New Zealand*, Melbourne, 2002, pp.100-16, 307-8.

7. Worlds of Work

Erik Olssen, *Building the New World: Work, politics and society in Caversham, 1880s-1920s*, Auckland, 1995, pp.47-69, 266-7.

Bruce Scates, 'Gender, Household and Community Politics: The 1890 Maritime Strike in Australia and New Zealand' in Raelene Frances and Bruce Scates (eds.), *Women, Work and the Labour Movement in Australia and Aotearoa/New Zealand*, Sydney, 1991, pp.70-87.

Len Richardson, *Coal, Class and Community: The United Mineworkers of New Zealand 1880-1960*, Auckland, 1995, pp.1-16, 87-125, 316, 320-2.

8. Class in New Zealand to 1914

W. H. Oliver, 'Reeves, Sinclair and the Social Pattern' in Peter Munz (ed.), *The Feel of Truth: Essays in New Zealand and Pacific History*, Wellington, 1969, pp.163-78.

Erik Olssen, 'The "Working Class" in New Zealand', *New Zealand Journal of History*, Vol.8, 1974, pp.44-60.

Jim McAloon, 'Class in Colonial New Zealand: Towards a Historiographical Rehabilitation,' *mss*; (a version with printer's errors was published in *New Zealand Journal of History*, Vol.38, no.1, 2004).

9. Gender and New Zealand history

Erik Olssen, 'Working Gender, Gendering Work: Occupational Change and Continuity in Southern Dunedin' in Barbara Brookes, Annabel Cooper and Robin Law, eds., *Sites of gender : women, men and modernity in Southern Dunedin, 1890-1939*. Auckland, 2003: pp.50-90.

Erik Olssen, 'Truby King and the Plunket Society: An analysis of a prescriptive ideology,' *New Zealand Journal of History*, Vol. 15, no.1, 1981, pp.3-23.

Jock Phillips, 'Mummy's Boys: Pakeha Men and Male Culture in New Zealand,' in Phillida Bunkle and Beryl Hughes, eds., *Women in New Zealand Society*, Auckland, 1980: pp.217-43.

10. Reformism

Tom Brooking, *Lands for the People? The Highland clearances and the colonization of New Zealand: A biography of John McKenzie*, Dunedin, 1996, pp.79-95.

Patricia Grimshaw, 'Politicians and Suffragettes: Women's Suffrage in New Zealand, 1891-1893,' *New Zealand Journal of History*, Vol.4, no.2, 1970, pp.160-177.

Raewyn Dalziel, 'The Colonial Helpmeet: Women's Role and the Vote in Nineteenth-Century New Zealand,' *New Zealand Journal of History*, Vol.11, no.2, 1977, pp.112-123.

W. H. Oliver, 'Social Policy in the Liberal Period,' *New Zealand Journal of History*, Vol.13, 1979, pp.25-33.