



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

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

**TRIMESTER 1 2012**  
5 March to 4 July 2012

**Trimester dates**

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Last piece of assessment due: 11 June 2012

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**

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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)

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

**Class times and locations**

**Lectures:**

**Monday and Wednesday, 2.10-3.00pm, Hunter Lecture  
Theatre 323 HULT 323**

**Tutorials:**

**Will be held weekly** from week 2 (12 March) to week 11 (28 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. 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 prescription**

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.

**Course content**

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)

**Graduate attributes**

As with all History courses, learning objectives of HIST112 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview>

**Expected workload**

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 200 hours throughout the trimester for HIST112. This includes 2 hours of lectures and a 1 hour tutorial per week.

## Readings

### Essential texts for HIST112 are:

- HIST112 Book of Readings
- *Writing History Essays* which can be downloaded from <http://www.victoria.ac.nz/hppi/research/resources/history#History-Writing-Guides>

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, in the Student Union Building, from 13 Feb to 16 March 2012. After week two all undergraduate textbooks and student notes will be sold from VicBooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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 should 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. A second edition, updated, was published in 2011.

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 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 20<sup>th</sup> 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 (26 March-28 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 2 April**.

#### **3. Essay**

2,200 words, including Bibliography. Worth **35%** of final grade, due 5pm, **Friday 25 May**.

#### **4. Class test**

(5 short paragraph answers) held in scheduled lecture hour, 10 -10.50am, **Monday, 11 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 ten working 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 two days 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) Hand in the written work specified for this course, on or by the specified dates (subject to the provisions above for late 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.

#### **Return of marked course work**

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

#### **Date of the final test - please note:**

We are well aware that the final test, on Monday 11 June, is on the first day of the study break and that it is not normally university practice to have assessment events in that week. Usually we would have scheduled the test in the final lecture hour, i.e. Wednesday 6 June. On Wednesday 6 June, however, there will take place a Transit of Venus. If you're not already aware of the historical importance of the Transit, it will become clear in the lecture on 14 March. There may well be public events associated with the Transit on 6 June and we encourage you to attend any that suit. None of us can expect to be alive for the next Transit in 2117.

### **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.

### **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about/victoria/avcacademic](http://www.victoria.ac.nz/home/about/victoria/avcacademic).

## LECTURE PROGRAMME

**JM** Jim McAloon

**CM** Charlotte Macdonald

Lectures

Monday and Wednesday 2.10pm

Week 1

Mon 5/3 Introduction JM, CM

Wed 7/3 Ancient Colonisation of the Pacific JM

Week 2

Mon 12/3 The Making of Maori JM

Wed 14/3 Cook and the European discovery of the South Pacific JM

Tutorial: Polynesian Voyaging.

Week 3

Mon 19/3 Curiosity, trade and a legacy of guilt? CM

Wed 21/3 The Treaty and Sovereignty CM

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

Week 4

Mon 26/3 War and dispossession CM

Wed 28/3 Migrations and regions – the making of Pakeha New Zealand JM

Tutorial: Cultural encounters.

**RESEARCH & REVIEW ASSIGNMENT DUE MONDAY, 2 Apr, 5PM**

Week 5

Mon 2/4 Crisis and re-evaluation – the 1880s and 1890s JM

Wed 4/4 The new century: God's own country? CM

Tutorial: Land and settlement.

Mid-trimester break: 6-22 April.

Week 6

Mon 23/4 Glorious tragedy: the meanings of the First World War CM

Wed 25/4 Anzac Day – University closed

Tutorial: Women's suffrage.

Week 7

Mon 30/4 Jazz and Depression CM

Wed 2/5 Reform and War – Labour's New Zealand JM

Tutorial: Patriotism and memory.

Week 8	
Mon 7/5	Maori to mid-century JM
Wed 9/5	Postwar stability? JM
Tutorial:	The great depression.
Week 9	
Mon 14/5	Make love not war: shaking up the Establishment CM
Tue 16/5	New Zealand and the Pacific CM
Tutorial:	The Second World War: path to citizenship?
Week 10	
Mon 21/5	Nga Tamatoa and Ngati Pakeha? CM
Wed 23/5	From Muldoonism to Rogernomics JM
Tutorial:	Going Places.

**ESSAY DUE FRIDAY, 25 May, 5PM**

Week 11	
Mon 28/5	The aftermath of 1984 JM
Wed 30/5	Revision lecture: JM/CM
Tutorial:	Living in the South Pacific.
Week 12	
Mon 4/6	Queen's Birthday: University closed
Wed 6/6	Transit of Venus: No Lecture

**CLASS TEST – MONDAY 11 JUNE, 2.10PM, Hunter Lecture Theatre 323**



## ASSIGNMENTS

### 1. TUTORIAL EXERCISE

**Due on allocated date during weeks 4 to 11 of course (26 March – 28 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](http://www.victoria.ac.nz/library));
- entries in *Te Ara: the Encyclopedia of New Zealand* ([www.teara.govt.nz](http://www.teara.govt.nz)), *Dictionary of New Zealand Biography* ([www.dnzb.govt.nz](http://www.dnzb.govt.nz)), *McLintock's Encyclopaedia* (also available on [www.teara.govt.nz](http://www.teara.govt.nz) but be aware this is a 1966 publication in a 21stC digital format);
- images in Timeframes ([www.natlib.govt.nz](http://www.natlib.govt.nz)) or located using Matapihi ([www.matapihi.org.nz](http://www.matapihi.org.nz)), moving images held by the New Zealand Film Archive ([www.filmarchive.org.nz](http://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](http://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 (19-23 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 (19-23 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, 2 April, 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](http://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 <http://www.teara.govt.nz/en/biographies> - 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*, Melbourne, 2002.

### 3. Charlotte Badger, fl. 1806-1808

Kay Daniels, *Convict women*, Sydney, 1988.

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.

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.

**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, *Ernst 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, 25 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](http://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?

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

Atholl Anderson, 'Slow boats from China: Issues in the prehistory of Indo-Pacific seafaring'. In S. O'Connor and P.S. Veth, eds, *East of Wallace's Line: studies of past and present maritime cultures of the Indo-Pacific region*. Rotterdam, 2000. Available at <http://faculty.washington.edu/plape/pacificarchwin06/readings/Anderson%202000.pdf>

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

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

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

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

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

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

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

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

#### 2. Discuss the ways in which Maori society developed from first settlement to 1769. How significant were regional differences? 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?**

Atholl Anderson, *The Welcome of Strangers*, Dunedin, 1997.  
 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 Olssen, *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.  
 Adrienne Puckey, *Trading Cultures: A history of the far North*, Wellington, 2011.  
 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.  
 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. 'Colonial power was an idea in 1840 but a reality in 1870.' Do you agree? Explain the basis for your answer.**

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.  
 James Belich, *The New Zealand Wars*, Auckland, 1986.  
 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.  
 Kelvin Day, ed, *Contested Ground Te Whenua I Tohea. The Taranaki Wars 1860-1881*, Wellington, 2010.  
 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.  
 Ranginui Walker, *Ka Whawhai Tonu Matou*, rev ed, Auckland, 2004.

**5. What prompted nineteenth-century Europeans to emigrate to New Zealand when other destinations were closer to home? Were immigrants' expectations realised?**

Rollo Arnold, *The Farthest promised land*, Wellington, 1981.

Rollo Arnold, *New Zealand's Burning: The settlers' world in the mid 1880s*, Wellington, 1994.

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.

Eric Richards, *Britannia's children: emigration from England, Scotland, Wales and Ireland since 1600*, London, 2004.

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](http://www.nzhistory.net.nz/culture/home-away-from-home/sources)).

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. Did New Zealanders become more or less patriotic in the years c.1900-1913? Discuss with reference to at least two of the following: Australian federation, 'the Originals' team of 1905, Truby King and the foundation of the Plunket Society, King Te Rata's 1914 tour to England, and the industrial disputes of 1912-13.**

Angela Ballara. 'Te Rata Mahuta Potatau Te Wherowhero - Biography', from the *Dictionary of New Zealand Biography. Te Ara - the Encyclopedia of New Zealand*, updated 1-Sep-10. URL: <http://www.TeAra.govt.nz/en/biographies/3t18/1>.

Barbara Brookes. 'King, Frederic Truby - Biography', from the *Dictionary of New Zealand Biography. Te Ara - the Encyclopedia of New Zealand*, updated 1-Sep-10. URL: <http://www.TeAra.govt.nz/en/biographies/2k8/1>.

Linda Bryder, *A Voice for Mothers: the Plunket Society and infant welfare, 1907-2000*, Auckland, 2003.

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

Caroline Daley, 'The invention of 1905', in Greg Ryan, ed, *Tackling Rugby Myths. Rugby and New Zealand Society 1854-2004*, Dunedin, 2005.

Melanie Nolan, ed, *Revolution the 1913 Great Strike*, Christchurch, 2006.

Erik Olssen, *The Red Feds: revolutionary industrial unionism and the New Zealand Federation of Labour 1908-14*, Auckland, 1988.

Erik Olssen, 'Truby King and the Plunket Society: an analysis of a prescriptive ideology', *New Zealand Journal of History*, 15: 1 (April 1981), 3-23.



Philip Rainer. 'Evans, Frederick George - Biography', from the *Dictionary of New Zealand Biography*. *Te Ara - the Encyclopedia of New Zealand*, updated 1-Sep-10 URL: <http://www.TeAra.govt.nz/en/biographies/3e10/1>.

Keith Sinclair, *A Destiny Apart. New Zealand's search for national identity*, Wellington, 1986.

Philippa Mein Smith, *A Concise History of New Zealand*, Melbourne, 2005 (rev ed 2011).

King Te Rata's Diary is on display at Te Papa – Museum of New Zealand as part of the Tainui exhibition.

Other entries from the *Dictionary of New Zealand Biography* will also be useful for this essay topic.

**7. Did the Great Depression change politics and economics New Zealand? If so, how and why?**

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

Michael Bassett with Michael King, *Tomorrow comes the song: A life of Peter Fraser*, Auckland, 2000.

R. M. Chapman, 'From Labour to National' in W. H. Oliver and Bridget Williams, eds., *The Oxford History of New Zealand*, Auckland, 1981.

Barry Gustafson, *From the cradle to the grave: A biography of Michael Joseph Savage*, Auckland, 1986.

Gary Hawke, *The making of New Zealand*, Wellington, 1985.

Margaret McClure, *A civilised community*, Auckland, 1997.

Malcolm McKinnon, *Treasury*, Auckland, 2003.

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

Brian Roper and Chris Rudd, eds., *State and economy in New Zealand*, Auckland 1993.

Tony Simpson, *The Sugarbag years*, Wellington, 1974.

**8. Discuss the contrasting leadership of Rua Kenana, Te Puea Herangi and Apirana Ngata in the early 20thC. To what extent do they represent different iwi histories? To what extent do they represent strategies of autonomy vs engagement?**

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; rev ed 2011.

Judith Binney. 'Rua Kenana Hepetipa 1868/1869? - 1937', *Dictionary of New Zealand Biography*, *Te Ara - the Encyclopedia of New Zealand*, updated 1-Sep-10 URL: <http://www.TeAra.govt.nz/en/biographies/3r32/1>.

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.

Ann Parsonson. 'Herangi, Te Kirihaehae Te Puea 1883 - 1952', *Dictionary of New Zealand Biography*, Te Ara - the Encyclopedia of New Zealand, updated 1-Sep-10 URL: <http://www.TeAra.govt.nz/en/biographies/3h17/1>.

M. P. K. Sorrenson. 'Ngata, Apirana Turupa 1874 - 1950', *Dictionary of New Zealand Biography*, Te Ara - the Encyclopedia of New Zealand, updated 1-Sep-10 URL: <http://www.TeAra.govt.nz/en/biographies/3n5/1>.

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.

**9. Was Pearson's 'Fretful Sleepers' critique of 1950s New Zealand accurate? Explain your views.**

W. H. Pearson, 'Fretful sleepers'. Available online at <http://publicaddress.net/default,gnza,1.sm>

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.

Graeme Dunstall, 'The Social Pattern' in Geoffrey W. Rice, ed., *The Oxford History of New Zealand: Second Edition*, Auckland, 1992.

David Grant, ed., *The Big Blue: Snapshots of the 1951 waterfront lockout*, Christchurch, 2004.

Paul Millar, *No Fretful Sleeper: A life of Bill Pearson*, Auckland, 2010.

Maureen Molloy, 'Science, myth and the adolescent female: The Mazengarb Report, the Parker-Hulme trial and the Adoption Act' *Women's Studies Journal* 9: 1 (1993).

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

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

Redmer Yska, *All shook up: The flash bodgie and the rise of the New Zealand teenager in the 1950s*, Auckland, 1993.

**10. Were New Zealanders involved in national or international struggles in the 'protest politics' of the years c.1965-1981? Discuss with reference to protests against the Vietnam War, the raising of Lake Manapouri, campaigns against sporting contacts with South Africa, the Maori Land March (and related protests at Raglan and Bastion Point) and for abortion rights.**

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

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, *Hiko: forty years of Maori protest*, Wellington, 2004.

- 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*, 3<sup>rd</sup> ed., Auckland, 2003.
- Neville Peat, *Manapouri saved! New Zealand's first great conservation success story*, Dunedin, 1994.
- Jock Phillips, 'Generations 1965-1984', Bronwyn Dalley and Gavin McLean, eds., *Frontiers of Dreams*, Auckland, 2005, chapter 12.
- Roberto Rabel, *New Zealand and the Vietnam War: politics and diplomacy*, Auckland, 2005.
- Trevor Richards, *Dancing on Our Bones: New Zealand, South Africa, rugby and racism*, Wellington, 1999.
- Malcolm Templeton, *Human rights and sporting contacts: New Zealand attitudes to race relations in South Africa, 1921-94*, Auckland, 1998.
- 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.
- David Young, *Our Islands, Our Selves: a history of conservation in New Zealand*, Dunedin, 2004.

**11. Is it better to describe New Zealand as 'a Pacific nation' or as 'a colonial power in the Pacific' 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), 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.*

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**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](http://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)*

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**Marker:**

Total:        /20    =        10% final grade contribution