



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

**HIST 427: A TOPIC IN NEW ZEALAND HISTORY 2  
EMPIRE AND DESIRE: GENDER AND IMPERIALISM C.1780-1920**

**2012 – Full Year**

5 March to 17 November 2012

**Trimester dates**

Teaching dates: Wednesday 7 March to Wednesday 17 October 2012

Mid-trimester breaks: 6–22 April 2012; 27 August–9 September 2012

Mid-year break: 11 June–15 July 2012

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

**Lecturer:** Professor Charlotte Macdonald  
**Room** OK416  
**Phone:** 463 6761  
**Office Hours:** To be advised.  
**Email** Charlotte.Macdonald@vuw.ac.nz

**Seminar times and location**

Wednesday, 10-11.50am, Wood Seminar Room OK406

Generally alternate weeks, but see provisional programme at end of this outline.

**Course prescription**

Spanning the period from roughly the end of the 18thC and American independence through to the imperial conferences of the 1920s, the course explores the inter-related histories of gender and empire, largely as they unfolded in what became known as the British Empire. New Zealand and other settler colonies will provide the major focus for the course.

**Course content**

The course takes up the work which has grown out of the confluence of 'new' imperial history and perspectives of gender history. How was masculinity and femininity defined, lived out, and performed in colony and empire? How did empires come into being through the work, words and bodies of people 'in' the empire, and people 'in' colonies?

New Zealand and other settler colonies will provide the major focus for the course, but will also feature alongside non-settler colonies and the metropolitan world of late 18thC to early 20thC Britain and Ireland. Seminars and course work will be arranged by topic and theme. Topics will traverse the imperial world in time and space, and will include the histories of masculinities; the enterprise of missions and rival claims of conscience and faith; intermarriage; colonial travellers to

the imperial metropole, and imperial travellers to the colonial world; sport, hunting and game in the making of empire; commodities and commerce in an imperial circuit; colonial and imperial imposters; competing forms of law; statuary and architecture in the making of imperial space; the writing ties of empire; gender and the imagining of empire, colony and metropole.

There will be considerable scope to determine particular areas of interest within the broad themes and to conduct research using primary sources available in the rich repositories of the Alexander Turnbull and National Libraries, Parliamentary Library, and Archives New Zealand, as well as in valuable digital collections held by the university library, notably *Empire On-line*, and *Defining Gender*. Broad topic areas from which the final seminar programme and detailed student research work will be developed are listed below:

- Imperial space
- Imperial and colonial masculinities
- Imperial and colonial femininities
- Missions, conscience and faith
- The empire at home
- Intermarriage & inter racial intimacies
- Colonial travellers to the metropole
- Metropolitan travellers to the colonies
- Sport, hunting and game in the making of empire
- Plants, animals and the imperial/colonial trade in flora and fauna
- Commodities and commerce in an imperial circuit
- Colonial and imperial imposters
- Health and disease
- Status in the empire – a world of opportunity?
- Law in the empire – transmissions and cross currents
- Statuary and architecture in the making of imperial space
- The writing ties of empire
- Gender and the imagining of empire, colony and metropole
- Performing empire – drama, ceremony, pomp and ritual

### **Course Delivery**

This course will be taught by way of a two-hour seminar scheduled on a fortnightly basis through the year (see provision list of dates attached).

Honours papers are not lecture courses in which students are presented with information which has been collected, organised and interpreted by the lecturer. At Honours level, these tasks are required of the students, who are expected to prepare seminar discussions on a specified topic. With the seminar format, the course convenor will act as a moderator, who will select the main topics for investigation, but expects the students to carry the bulk of the discussion, whether by presenting papers to the class, by commenting on those papers, or by presenting their own views on a particular topic.

Your preparation for each seminar is expected to be of a consistent level throughout the year, irrespective of the proximity of essay deadlines. The important point to remember is that seminars are not lectures and should not be treated as a substitute for your own independent course of reading.

The fortnightly seminars will comprise a two-hour meeting on a specific topic. Readings for each meeting will be provided (there will be a small charge for this.) All students are expected to read the

material and come to the class prepared to make a contribution to the discussion. At each meeting, one or more members of the class will present a paper on the topic to the rest of the group. It is hoped that this presentation will elicit questions/comments from other class members and stimulate further group discussion and debate on the topic.

### **Communication of additional information**

Additional information or information on changes during the course will be posted on the History glass notice board (level 4, Old Kirk Building) or announced in lectures or put up on Blackboard.

### **Learning objectives**

Students in HIST 427 will have the opportunity to:

- i) develop a detailed knowledge of an historical period from a thematic perspective;
- ii) develop knowledge of and a critical approach to current questions and debate in the field of the history of gender and empire;
- iii) to engage in considered and informed discussion with colleagues in seminar meetings, and to make a formal presentation to the HIST 427 seminar, thereby developing skills in oral presentation (seminar paper);
- iv) to demonstrate and develop skills in written presentation of historical ideas and argument, including the application of conventions of scholarly study of history (book review, two essays);
- v) to undertake a major piece of primary source research, and to develop knowledge, abilities and discrimination in the use of primary and secondary sources in a variety of media.

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

### **Expected workload**

In accordance with the Faculty Guidelines, this course has been constructed on the assumption that students will devote a total of 300 hours to HIST 427, including two hours of seminars per fortnight. Over the 24 teaching weeks of the academic year, that is an average of 12.5 hours per week.

## Readings

There is no single textbook or Book of Readings for HIST 427. Readings will be distributed in class through the year. The list of works below includes core readings which will be referred to through the year, and useful readings to work your way into the themes and approaches to be discussed.

## Recommended Reading

Tony Ballantyne and Antoinette Burton, eds., *Bodies in Contact: rethinking colonial encounters in world history*, Durham and London, 2005

Tony Ballantyne and Antoinette Burton, eds., *Moving Subjects: gender, mobility and intimacy in an age of global empire*, Urbana and Chicago, 2008

James Belich, *Replenishing the Earth: the settler revolution and the rise of the Anglo-world, 1783-1939*, Oxford and New York, 2009

Judith Binney, *The legacy of guilt. A life of Thomas Kendall*, revised edition, Wellington, 2005

Judith Binney, *Encircled Lands. Te Urewera 1820-1921*, Wellington, 2009

Judith Binney, *Stories Without End*, Wellington, 2010

David Cannadine, *Ornamentalism. How the British saw their empire*, New York, 2001

Sarah Carter, *The Importance of Being Monogamous. Marriage and nation building in Western Canada to 1915*, Edmonton and Athabasca, 2008 (available online [www.aupress.ca](http://www.aupress.ca))

*Empire On-line* database, Marlborough, 2003-

Catherine Hall, *Civilising Subjects: metropole and colony in the English imagination 1830-1867*, Oxford, 2002

Catherine Hall and Sonya O. Rose, eds., *At Home with the Empire: Metropolitan culture and the imperial world*, Cambridge, 2006

Stephen Howe, ed, *The New Imperial Studies Reader*, Oxford and New York, 2010

Philippa Levine, ed., *Gender and Empire*, Companion Series, *Oxford History of the British Empire*, Oxford, 2004

Philippa Levine, *The British Empire: from Sunrise to Sunset*, Harlow, 2007

Patrick F. McDevitt, *May the best man win: sport, masculinity and nationalism in Great Britain and the Empire, 1880-1935*, New York and Basingstoke, 2004

Kirsten Mackenzie, *Scandal in the Colonies. Sydney and Cape Town, 1820-1850*, Melbourne, 2004

Kirsten Mackenzie, *A Swindler's Progress. Nobles and convicts in the age of liberty*, Sydney and Cambridge, Mass., 2009

Anne McLintock, *Imperial Leather: race, gender and sexuality in the colonial context*, New York, 1995

Claire Midgley, ed., *Gender and Imperialism*, Manchester, 1998

Adele Perry, *On the Edge of Empire. Gender, race and the making of British Columbia, 1849-1871*, Toronto, 2002

Katie Pickles, *Female imperialism and national identity. Imperial Order Daughters of the Empire*, Manchester, 2002

Angela Woollacott, *Gender and Empire*, Basingstoke, 2006

### **Assessment and Assignments**

Book Review, 25%, 1500 words, due Thursday 5 April

First Essay, 35%, 3,500 words, due Friday 28 May

Research Essay, 40%, 4,500 words, due Friday 28 September.

All students will also be expected to present one major seminar. The seminar will be related to the subject of one of the major essays. Those students presenting a seminar in the first half of the year will typically be presenting on the subject of the First Essay, while those presenting in the second half of the year will be presenting on the subject they are tackling for the Research Essay.

#### **Book Review, 1500 words, due Thursday 4 April, 25%**

Write a critical review of one of the following works. What contribution has the work made in creating the field of 'gender and empire'? How does the work link relations of gender to relations of empire? Is the argument that is made convincing? How is 'empire' expanded by the interpretation offered in the work? The Review should include a Bibliography.

Warwick Anderson, *Cultivation of Whiteness: science, health and racial destiny in Australia*, Carlton, Vic, 2002

Tony Ballantyne and Antoinette Burton, eds, *Moving Subjects. Gender, mobility and intimacy in an age of global empire*, Urbana and Chicago, 2008

Tracey Banivanua-Mar and Penelope Edmonds, eds, *Making Settler Colonial Space: perspectives on race, place and identity*, Basingstoke, 2010

James Beattie, *Empire and environmental anxiety: health, science, art and conservation in South Asia and Australasia, 1800-1920*, Basingstoke, 2011

Antoinette Burton, *Empire in Question. Reading, Writing and Teaching British Imperialism*, Durham and London, 2011

Sarah Carter, *The Importance of Being Monogamous. Marriage and nation building in Western Canada to 1915*, Edmonton, 2008 (also available at [www.aupress.ca/index.php/books/120144](http://www.aupress.ca/index.php/books/120144))

- Allan K. Davidson, ed, *A Controversial Churchman. Essays on George Selwyn, Bishop of New Zealand and Lichfield, and Sarah Selwyn*, Wellington, 2011
- Penelope Edmonds, *Urbanizing Frontiers. Indigenous Peoples and Settlers in 19thC Pacific Rim Cities*, Vancouver, 2010
- Katherine Ellinghaus, *Taking Assimilation to Heart: marriages of white women and indigenous men in the United States & Australia, 1887-1937*, Lincoln, 2006 (2009)
- Catherine Hall, *Civilising Subjects: metropole and colony in the English imagination 1830-1867*, Oxford, 2002
- Catherine Hall and Sonya O. Rose, eds, *At Home with the Empire: metropolitan culture and the imperial world*, Cambridge, 2006
- Zoë Laidlaw, *Colonial connections, 1815-45. Patronage, the information revolution and colonial government*, Manchester, 2005
- Philippa Levine, ed, *Gender and Empire, Companion Series, Oxford History of the British Empire*, Oxford, 2004
- Philippa Levine, *Prostitution, Race and Politics. Policing venereal disease in the British Empire*, New York, 2003
- Philippa Levine, *The British Empire: sunrise to sunset*, Harlow, 2007
- Patrick F. McDevitt, *May the best man win: sport, masculinity and nationalism in Great Britain and the Empire, 1880-1935*, New York and Basingstoke, 2004
- Kirsten Mackenzie, *Scandal in the Colonies. Sydney and Cape Town, 1820-1850*, Melbourne, 2004
- Kirsten Mackenzie, *A Swindler's Progress. Nobles and convicts in the age of liberty*, Sydney and Cambridge, Mass., 2009
- Anne McLintock, *Imperial Leather: race, gender and sexuality in the colonial context*, New York, 1995
- Adele Perry, *On the Edge of Empire. Gender, race and the making of British Columbia, 1849-1871*, Toronto, 2002
- Katie Pickles, *Female imperialism and national identity. Imperial Order Daughters of the Empire*, Manchester, 2002
- Damon Salesa, *Racial Crossings: race, intermarriage and the Victorian British Empire*, Oxford, 2011
- Andrew Thompson, *The Empire Strikes Back? The impact of imperialism on Britain from the mid-nineteenth century*, Harlow, 2005
- Angela Wanhalla, *In/visible Sight. The mixed-descent families of southern New Zealand*, Wellington, 2009

Martin J. Wiener, *An Empire on Trial. Race, murder and justice under British rule, 1870-1935*, Cambridge, 2009

### **First Essay, 3,500 words, due Friday 28 May, 35%**

A list of questions will be circulated for the First Essay. You will also have the option of devising a question of your own choice (to be discussed with me at least 3 weeks before the due date).

The questions will relate either to the broad ideas running through the field of empire and gender, or to topic areas covered by the course. Most can be further defined in terms of time period, place and/or aspects of the topic. Please discuss with me any further definition of the question you choose.

The Reading List is an obvious starting point for sources, so too are the readings circulated for the first sessions of the course, and the on-line sources introduced in the Library session.

For this essay you are not required to use primary sources. The principal purpose is to engage with some of the key ideas in the 'new' literature on histories of empire.

### **Research Essay, 4,500 words, due 28 September, 40%**

Topics and questions for the research essay will be determined as the seminar programme is finalised. Proposals giving a working title or question, a brief outline of the subject covered and a bibliography listing primary and secondary sources, are due by 28 June (but earlier is better).

This essay is designed to provide an opportunity for extensive work in primary sources used in conjunction with appropriate secondary sources on this selected topic.

### **Relationship between assessment and course objectives:**

The Book Review and First Essay are designed to develop critical understanding of key concepts and at least one major topic area in the field of gender and empire. They require discrimination in reading and distillation in the articulation of ideas and argument.

The Research Essay is designed to provide an opportunity to design a research project using primary sources – i.e., requiring a subject and line of enquiry to be determined, pertinent sources to be identified, read and interpreted, and conclusions brought together in a cogent piece of historical writing.

In all pieces of work creative and critical skills used by historians are to be fostered.

### **Marking criteria**

**Book review:** depth of understanding of work under review; ability to relate work to wider field; succinctness and originality in expression.

**First essay:** breadth and discrimination in reading of relevant secondary sources; soundness and originality in argument; clarity in expression; application of conventions of historical scholarship.

**Research essay:** creativity and clarity in formulation of research project; identification of relevant primary sources and effective use of such sources; ability to blend primary and secondary sources in answering an historical question or addressing an historical problem; clarity in expression; application of conventions of historical scholarship.

You must gain an overall grade of C, (50) for the three assessments. This is an internally assessed course. As with all History Honours papers, final results are subject to external assessment.

### Submission of Essays

Please submit an electronic (soft) copy of each of your assignments as well as the hard copy by the due date (TWO COPIES OF EACH ASSIGNMENT). This allows me to keep a record of your work and it is essential that we have back-up copies. Please remember to keep a hard copy of all your assignments.

### 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 10 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.

### Mandatory course requirements

This is an internally assessed course: there is no examination for HIST427.

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); AND
- b) Present a seminar; AND
- c) Attend at least 75% of the scheduled seminars. It is expected that all students will attend all seminars.

Extra absences will result in a student failing mandatory course requirements, except in cases of exceptional circumstance. An example of an exceptional circumstance would be SERIOUS illness supported by a letter from a medical practitioner. There is no provision in this course for 'Make-ups' to compensate for additional absences except under those circumstances.

If for any reason you are unable to attend seminars or to complete work on time, you must discuss this with the course convenor well before the due date.

PLEASE NOTE that **2 November 2012** is the **FINAL DATE** on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 2 November must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D or E).

### Class Representative

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



### Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### 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>

### 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).

