



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**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**

**TRIMESTER 1 AND 2 2013**

4 March to 17 November 2013

**Trimester dates**

Trimester dates: 4 March to 17 November 2013

Teaching dates: 4 March to 18 October 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break 1/3: 22–28 April 2013

Mid-year break: 4–14 July 2013

Mid-trimester break 2/3: 26 August to 8 September 2013

Last piece of assessment due: Friday 4 October 2013

**Withdrawal dates**

Information on withdrawals and refunds may be found at

[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Names and contact details**

Course Coordinator: Professor Charlotte Macdonald

Room No: OK 416

Email: [charlotte.macdonald@vuw.ac.nz](mailto:charlotte.macdonald@vuw.ac.nz)

Office hours: I expect to meet with students in HIST 427 on a one-to-one basis by appointment.

**Class times and locations**

**Seminar Time:** Wed 10-11.50am

**Seminar Venue:** Old Kirk 406 (Wood Seminar Room)

**Teaching/learning summary**

HIST 427 is a seminar-taught course. The class meets for a 2-hour seminar fortnightly throughout the first and second trimesters. The dates for class meetings appear on the provisional programme attached to this outline.

Students are expected to prepare for seminars by reading materials ahead of classes and participating in the seminar discussions.

### **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or seminar programme will be advised by email, and posted on the HIST 427 Blackboard site.

### **Course prescription**

Spanning the period from roughly the end of the 18th Century and American independence through to the imperial conferences of the 1920s, this course explores the inter-related histories of gender and empire, largely as they unfolded in what become 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

### **Learning objectives**

Students who pass this course will be able to:

1. Demonstrate a detailed knowledge of an historical period from a thematic perspective
2. Demonstrate knowledge of, and a critical approach to, current questions and debate in the field of gender and empire
3. Engage in considered and informed discussion with colleagues in seminar meetings, and make a formal presentation to a small group, thereby demonstrating skills in oral presentation
4. Demonstrate and develop skills in written presentation of historical ideas and argument, including the application of conventions of scholarly study of history
5. Undertake a major piece of primary source research; in the course of which demonstrating a knowledge of a range of primary and secondary sources and a capacity to discriminate in the use of sources.

### **Graduate attributes**

As with all History courses, learning objectives of this course 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#grad-attributes>

### **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**

#### **Set texts:**

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

Tony Ballantyne, *Webs of Empire. Locating New Zealand's Colonial Past*, Wellington, 2012

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
- Catherine Hall, *Macaulay and Son: architects of imperial Britain*, New Haven, 2012
- 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
- Frances Steel, *Oceania under Steam: sea transport and the cultures of colonialism, c.1870-1914*, Manchester, 2011
- Angela Woollacott, *Gender and Empire*, Basingstoke, 2006

## Assessment requirements

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

First essay, 30%, 3,500 words, due Friday 24 May

Research Essay, 45%, 4,500 words, due Friday 4 October

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.

Further details of the assignments will be distributed to the class.

### 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.

### Penalties

Students will be penalised for late submission of assignments – **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 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

### **Mandatory course requirements**

To gain a pass in this course each student must:

- Submit the essays and book review, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Attend 12 of the 15 class seminars

### **Submission of work**

All written work must be submitted in hard copy to the History Programme office with History Programme cover sheet attached.

Please also submit an electronic copy of each of your assignments by email attachment to the Course Co-ordinator as well as the hard copy by the due date.

Please remember to keep a secure copy of all your assignments (whether in electronic or hard copy, or both).

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

Essays will generally be returned in classes (but in the case of Research Essays, in person to students after the conclusion of classes).

### **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>

**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](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcademic](http://www.victoria.ac.nz/home/about/avcademic).

**HIST 427 Empire and Desire: Gender and Imperialism, c1780-1930**  
**Provisional Schedule of Meetings, 2013**

1. Weds 6 March                      What is the 'empire in question'? Introductions & definitions
2. Weds 13 March                     The old and new: empires, histories, gender & agendas
3. Weds 27 March                    Britain's empire: exception, exemplar or something else?

*Book review due Friday 5 April*

4. Weds 10 April                      Going to sea: travelling around the world

MID-SEMESTER BREAK 22 – 28 APRIL

5. Weds 17 April                      Home and away
6. Weds 1 May                        Topic 1
7. Weds 15 May                        Topic 2

*First essay due Friday 24 May*

8. Weds 5 June                        Topic 3

MID-YEAR BREAK

9. Weds 18 July                        Topic 4
10. Weds 31 July                        Topic 5
11. Weds 14 August                    Topic 6

MID-SEMESTER BREAK

12. Weds 11 September                Topic 7
13. Weds 25 September                Topic 8

*Research essay due Friday 4 October*

14. Weds 9 October                    Topic 9
15. Weds 16 October                    'The empire in answer'? Conclusions and future directions