



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
30 POINTS**

TRIMESTER 1 and 2 2015

Important dates

Trimester dates: 2 March to 15 November 2015

Teaching dates: 2 March to 16 October 2015

Easter/Mid-trimester break: 3–19 April 2015

Mid-year break: 2–12 July 2015

Mid-trimester break 2/3: 24 August to 6 September 2015

Last assessment item due: Friday 2 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Seminar: Wednesday 10.00 – 11.50 am

Venue: Old Kirk 406 (Wood Seminar Room)

Names and contact details

Course Coordinator: Professor Charlotte Macdonald

Room No: OK 416

Email: charlotte.macdonald@vuw.ac.nz

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

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have a valid myvuw.ac.nz address. 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.

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 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 learning objectives (CLOs)

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.

Teaching format

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.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. submit the essays and book review, on or by the specified dates (subject to such provisions as are stated for late submission of work)
2. attend at least 12 of the 15 class seminars.

Workload

In accordance with the University 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.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Book review, 1,500 words	25%	2, 3, 4	Thursday 2 April
2	First essay, 3,500 words	30%	1, 2, 4	Friday 29 May
3	Research essay, 4,500 words	45%	1, 2, 4, 5	Friday 2 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.

This is an internally assessed course. As with all History Honours courses, final results are subject to external assessment.

Submission and return 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 Coordinator 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).

Extensions and penalties

Extensions

Extensions may only be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your course coordinator as soon as a problem emerges. Extension forms are available from the History Programme office.

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.

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

- Atholl Anderson, Judith Binney and Aroha Harris, *Tangata Whenua: an illustrated history*, Wellington, 2014
- 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
- Antoinette Burton and Isabel Hofmeyr, ed, *Ten Books that Shaped the British Empire. Creating an imperial commons*, Durham and London, 2014
- 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)
- 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, *Macauley and Son: architects of imperial Britain*, New Haven, 2012
- Catherine Hall, Nicholas Draper, Keith McClelland, Katie Donington and Rachel Lang, *Legacies of British Slave-ownership. Colonial slavery and the formation of Victorian Britain*, Cambridge, 2014
- 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

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

HIST 427 Empire and Desire: Gender and Imperialism, c1780-1930
Provisional Schedule of Meetings, 2015

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| 1. Weds 4 March | What is the 'empire in question'? Introductions & definitions |
| 2. Weds 11 March | The old and new: empires, histories, gender & agendas |
| 3. Weds 25 March | Britain's empire: exception, exemplar or something else? |

Book review due Thursday 2 April

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| 4. Weds 1 April | Going to sea: travelling around the world |
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MID-TRIMESTER BREAK 3 – 19 APRIL

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| 5. Weds 22 April | Home and away |
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| 6. Weds 29 April | Topic 1 |
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| 7. Weds 13 May | Topic 2 |
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First essay due Friday 29 May

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| 8. Weds 3 June | Topic 3 |
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MID-YEAR BREAK

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| 9. Weds 15 July | Topic 4 |
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| 10. Weds 29 July | Topic 5 |
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| 11. Weds 12 August | Topic 6 |
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MID-TRIMESTER BREAK

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| 12. Weds 9 September | Topic 7 |
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| 13. Weds 23 September | Topic 8 |
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Research essay due Friday 2 October

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| 14. Weds 7 October | Topic 9 |
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| 15. Weds 14 October | 'The empire in answer'? Conclusions and future directions |
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