## Course Information

### Course Objectives

### Assessment

### Lecture Programme

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<td>Don Garden, <em>Australia, New Zealand and the Pacific: An Environmental History</em>, ABC-Clio, Santa Barbara, 2005, pp.12-23, 36-45</td>
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<td>Hau’ofa, Epeli, ‘Our Sea of Islands’, <em>The Contemporary Pacific</em>, vol. 6, 1, 1994, pp. 148-161</td>
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1962, pp.330-334

Week 5:
Curthoys, Ann, ‘Does Australian History have a Future?’, Australian Historical Studies, 33, 118, 2002, pp.140-152
Denoon, Donald and Philippa Mein-Smith (with Marivic Wyndham), A History of Australia, New Zealand and the Pacific, Oxford, 2000, pp.1-7
Howe, K.R., ‘Two Worlds?’, NZJH, 37,1, 2003, pp.50-61

Week 6:

Week 7:

Week 8:
Claudia Knapan, ‘Western women’s travel writings about the Pacific Islands’, Pacific Studies, 20, 2, 1997, pp.31-51

Week 9:

Week 10:
P. Hempenstall and N. Rutherford, Protest and Dissent in the Colonial Pacific, Suva: IPS, USP, 1984, pp.7-15
Heather Goodall, Invasion to Embassy: Land in Aboriginal politics in New South Wales, 1770-1972, Allen & Unwin, Sydney, 1996, pp. 115-124
Week 11:

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COURSE INFORMATION

Course coordinator
Dr Kate Hunter, OK 417, ext. 6763, email: kate.hunter@vuw.ac.nz

Lecturers
Dr Kate Hunter, Rm OK 417, ext. 6763, email: kate.hunter@vuw.ac.nz
Dr Adrian Muckle, Rm OK 426, ext. 6773, email: adrian.muckle@vuw.ac.nz

Tutors
To be announced at the first lecture.

Lectures
Tuesday & Thursday 12.10 - 1.00 pm, Maclaurin Lecture Theatre 103 (MC 103)

Office Hours
Office Hours are times outside of class when your tutor and lecturers are available to discuss aspects of the course and the assessment. These will be announced in the first week of term.

If you have queries about this course, your tutor will have office hours during which they are available to answer your questions. Your tutor may suggest you see the Course Coordinator, who also has Office Hours for student consultation.

Additional Information about this course will be posted on the official departmental notice board (fourth floor of Old Kirk). Material will also be posted outside Rm OK 417, where any handouts used in class and tutorials will also be available and on Blackboard.

COURSE AIMS

HIST 111 aims to introduce students to the discipline of history through the study of the comparative colonial experiences in Australia and the Pacific Islands. Assessment exercises and tutorials will introduce students to debates between historians and to the skills historians employ. These include research, bibliographic, oral and writing skills, as well as the ability to analyse evidence and critique arguments.
COURSE CONTENT

This course focuses on the historical experiences of indigenous societies in Australia and the Pacific Islands, including New Zealand, and considers the ways in which these societies interacted and engaged with, and resisted the presence of European colonizers over the course of the nineteenth century. Ranging from pre-contact societies through to the early twentieth century, the course explores themes such as the impact of disease and trade; the tensions between agency and fatalism; the impact of Christianity and the missions; and patterns of indigenous resistance, struggle, loss and recovery. The relationship between colonizers and colonized will be presented with attention to a comparative historical framework.

LEVEL OBJECTIVES

All 100-level History courses share the following objectives:
1. To introduce students to broad processes of change over time;
2. To give students a sense of the forces that have shaped and determined the development of their own and other societies;
3. To develop skills of analysis and argument using historical materials, in particular, to encourage students to read historical material accurately and with discrimination; to introduce students to the nature of evidence and the problems of handling it; to give students a sense of the important of debate and interpretation to the discipline;
4. To ensure that students have basic skills of library usage appropriate to the discipline, including an understanding of the catalogue of other finding aids;
5. To develop skills in the written presentation of historical materials;
6. To encourage students to participate verbally in tutorials.

COURSE OBJECTIVES

By the end of HIST 111, students should be able to:

1. RECOGNISE a variety of ways of telling histories and making sense of the past;
2. DEMONSTRATE an understanding of how colonial relationships affected peoples in the Pacific region;
3. EXAMINE the dynamics of cultural interactions and its repercussions;
4. IDENTIFY and EXECUTE the steps of the research process, including:
   a) LOCATE, IDENTIFY and RETRIEVE a variety of materials in the library;
   b) ANALYSE and EVALUATE conflicting arguments and opinions;
   c) PRESENT ideas in a succinct and logical manner;
   d) FORMULATE arguments;
   e) EMPLOY the referencing tools of footnotes and bibliography;
5. DEMONSTRATE the ability to work both individually and co-operatively.

Some of these objectives are content-focused, and some are skills-focused. They will all be taught and tested through the assessment tasks.

BACKGROUND READING


Kerry Howe, Where the waves fall: a new South Sea Islands history from first settlement to colonial rule, Allen & Unwin, Sydney, 1984.


Judith Binney, Judith Bassett and Erik Olssen, Te Tangata me te Whenua The People and the Land, Allen and Unwin, Wellington, 1990
ESSENTIAL TEXTS

- HIST 111 Book of Readings
- Writing History Essays

Both of these texts are available from Student Notes. Students can order textbooks and student notes online at www.vicbooks.co.nz, or email an order or enquiry to enquiries@vicbooks.co.nz.

Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online. Their telephone numbers are:

Kelburn: 463 5515
Pipitea: 463 6160
Opening hours:
8am – 6pm Mon – Fri (during term time)
10am – 1pm Saturday

Writing History Essays is also available as a pdf file at:

RECOMMENDED TEXTS

These texts are available at the Victoria Book Centre. They are recommended texts only, and are also available in the VUW library.


ASSESSMENT

Students are required to gain an overall grade of C (50) for the work specified as contributing to this final grade. This course involves four assignments:

Further details of all assignments will be distributed during the course.

- LIBRARY EXERCISE (25% of final grade). This task is specifically designed to ensure you LOCATE, identify and retrieve a variety of materials in the library, ANALYSE and EVALUATE arguments and opinions, EMPLOY the referencing tools of footnotes and bibliography.

  This exercise is due: MONDAY 26 March by 6pm at History Office (4th floor Old Kirk)

- RESEARCH PROJECT (25% of final grade). This task is designed to assist you to IDENTIFY and EXECUTE the steps of the research process.

  This project is due on MONDAY 30 April by 6pm at History Office (4th floor Old Kirk)

- ESSAY of 1,500 words (25% of final grade). This task is linked to all of the above objectives.

  This essay is due: MONDAY 21 MAY by 6pm at History Office

- PORTFOLIO (25% of final grade). This portfolio emphasises your skills in RECOGNISING a variety of ways of telling histories and making sense of the past. It comprises work carried out through the trimester and some reflective statements.
This review is due: FRIDAY 8 June by 6pm at History Office. There are NO EXTENSIONS for this piece of work.

TE REO MAORI
It is University policy to accept assignments in Te Reo Maori. The Faculty arranges for the translation of assignments. If you intend to submit assignments in Te Reo Maori please let the course co-ordinator know in advance so that translation can be arranged.

EXTENSIONS AND PENALTIES
Extensions are available from the Course Co-ordinator before the due date of submission. Extensions are given, for example, in cases of illness, bereavement, and in some cases of serious family or personal problems affecting a student. Extension forms are available at the History Programme office or from your tutor.

Students will be penalized for late submission of essays - a deduction of 5% for the first day late and 2% thereafter for a maximum of 8 days: thereafter work can be accepted for mandatory course requirements but will not be marked. Please Note: 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, E or F).

MANDATORY REQUIREMENTS FOR PASSING THE COURSE
1. To pass the course each student must:
   a) Complete ALL assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);

   and

   b) Attend at least 8 tutorials;

   Faculty guidelines require you to attend 75% of tutorials. Extra absences will result in a student failing the course, except in cases of serious illness (supported by a medical certificate), or serious personal crisis. THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

2. The FINAL DATE on which any written work can be accepted by the History Programme is FRIDAY 8 JUNE. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.

ACADEMIC INTEGRITY AND PLAGIARISM
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:

Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

• an oral or written warning
• suspension from class or university
• cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at: www.vuw.ac.nz/home/studying/plagiarism.html.

AEGROTATS
Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of first trimester courses in 2007 the starting point for this period is Monday 14 May.

The following rules apply:
• Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course-supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
• If none of the above is available to the student eg., if he/she has an ongoing illness, then an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

WORKLOAD
In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST 111. This includes two hours of lectures plus a one hour tutorial per week.

GENERAL UNIVERSITY REQUIREMENTS

General University policies and statutes
Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student and staff conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

Academic grievances
If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

Academic Integrity and plagiarism
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070    email: disability@vuw.ac.nz

The Disability Liaison Person for the History Programme is Giacomo Lichtner, tel. 463 6756 or email Giacomo.lichtner@vuw.ac.nz

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, room 407. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga Maori and Pacific Mentoring programme

1 Academic mentoring for all Maori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
2. Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities.

3. Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

We are located at: 14 Kelburn Parade back court yard Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Maori Studies mentoring is done at the marae. Pop in and see us to register with the programme (and use our study spaces and computer suites and free cups of tea and coffee while you study).

Pacific students at Victoria University can access the Pacific Support Coordinator, who can assist them with their transition into University life, as well as help them cope with issues that affect their study. The Pacific Support Coordinator also disseminates information on services that can provide them with various forms of assistance, and assists Pacific students directly by making appointments for them with the various services that can help. Information on scholarships can also be obtained from the Pacific Support Coordinator.

The Pacific Support Coordinator can be found at Room 212, level 2, West Wing, Pipitea campus on Thursdays 1-4, and at 14 Kelburn Parade, back court yard, for the rest of the week. Please call in to see him or contact him via the details below if you would like to know how to access the help that is available at VUW for Pacific students.

Faafoi Seiuli, Pacific Support Coordinator
14 Kelburn Parade
Room 109b
04 463 5842
027 5635842
mailto:faafoi.seiuli@vuw.ac.nz
### HIST 111 LECTURE PROGRAMME

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| Mid-term break: 6 April-22 April |                             |

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- Victoria University of Wellington, History Programme, HIST 111: COLONIAL ENCOUNTERS: PACIFIC EXPERIENCES, 2007/111/1
HIST 111 TUTORIAL PROGRAMME

Week 1 (beginning Mon 26 Feb)  NO TUTORIALS (you will need to sign up for a tutorial this week)
Week 2 (beginning Mon 5 Mar)  Perceiving the Pacific
Week 3 (beginning Mon 12 Mar)  People and Environments
Week 4 (beginning Mon 19 Mar)  Encountering
Week 5 (beginning Mon 26 Mar)  Looking across the Pacific
Week 6 (beginning Mon 2 Apr)  Colonial frameworks
Week 7 (beginning Mon 23 Apr)  Missions
Week 8 (beginning Mon 30 April)  Researching and writing
Week 9 (beginning Mon 7 May)  Trading OR Travelling
Week 10 (beginning Mon 14 May)  Land and power
Week 11 (beginning Mon 21 May)  Protest and conflict
Week 12 (beginning Mon 28 May)  Legacies

Useful Journals
(NZJH) New Zealand Journal of History
(JPH) Journal of Pacific History
(JPS) Journal of Polynesian Society
(TPNZ)I Transactions and Proceedings of the NZ Institute
(AHS) Australian Historical Studies
Aboriginal History
http://www.history-compass.com the Australasia & the Pacific section
See Blackboard, External Links page for other useful websites.

Commonly Used Abbreviations
JPH Journal of Pacific History
JPS Journal of the Polynesian Society
NZJH New Zealand Journal of History
PS Pacific Studies
TCP The Contemporary Pacific
AHS Australian Historical Studies
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WEEK 2 (beginning Mon 5 Mar)

Lecture Themes: The Peopling of the Pacific & Pre-contact cultures


Tutorial: Perceiving the Pacific

**Essential reading**


**Tutorial Questions:**

1. Why do you think Epeli Hau’ofa’s views might be “disturbing” to some people (as he suggests on p.148)?

2. Identify six keywords that relate closely to this article.

3. Make a list of the words, expressions and concepts the meaning of which is not clear to you. Bring these questions to the tutorial.

4. Hau’ofa is not writing as an historian. But what does he have to say about the legacy of European colonialism in Oceania? What do you think might be the relevance of this analysis to the study of the history of Oceania and/or Australia?

5. What is Hau’ofa talking about when he refers to “culture history” on p.151? What examples of “culture history” can you identify?

PORTFOLIO TASK #1: Find a recent newspaper article from a national newspaper in Australia or NZ (e.g. *NZ Herald*, *Dominion*, the *Australian*, the *Sydney Morning Herald*, etc.) reporting on a recent development in Oceania? Bring a copy of the article to class and be prepared to discuss and explain the ways in which it may (or may not) contribute to the “belittlement” of Oceania.

Some other questions/tasks that to help you prepare for this tutorial

6. What other terms have been used by Europeans to refer to “Oceania” or the “Pacific Islands”? What ideas are inherent in these terms or the way that they are used?

7. Are there any good reasons for not thinking of NZ and Eastern Australia as a part of Oceania?

**Recommended reading:**


**Further reading:**


WEEK 3 (beginning Mon 12 Mar)

Lecture Themes: Exploring Polynesia & Exploring south-eastern Australia


Tutorial: People & Environments

Review Don Garden


Tutorial Questions:

1. Summarise four key points from McNeill. What are three things you learned from this reading?

2. From McNeill & Garden what, broadly speaking, can be said about indigenous people and the environments they inhabited?

3. What does McNeill mean by a ‘portmanteau biota’ (p.304)?

4. What does McNeill argue were the main causes of, and what is the main evidence for depopulation in the Pacific?

5. In this course we will come across the differences between plantation colonialism and settler colonialism. What do you think the differences are between those and what does McNeill’s article reveal about them?

6. What kinds of sources are used in environmental histories?

Further reading on people and the environment:


Broome, Richard, Aboriginal Australians, chapter 1.

Campbell, I.C., Worlds Apart, ch. 1.


Howe, K.R., Where the Waves Fall, Honolulu, 1984.


See references from McNeill & Garden for further readings.
Week 4 (beginning Mon 19 March)

Lecture Themes: Forms of colonial rule, sovereignties and colonial boundaries


Tutorial: Encounters in Polynesia

Core Reading: 

And either

Watkin Tench, 1788, Tim Flannery (ed.), pp.134-150 (or Cptn Watkin Tench, Sydney’s First Four Years, (Sydney, 1965), pp.46-53, +editor’s notes pp.102-107)

or


or


And review Campbell from last week

Supporting Reading (advised if you are writing your essay on this topic):


Tutorial Questions:

Make notes on your readings and come prepared to discuss their content, what you found interesting in them and what was difficult about these sources.

1. What are some of the features in common of the accounts you read? What are some of the differences?

2. What kinds of men are Tench, Banks and Darwin do you think? What do they value or believe? What do they see as positive and negative in indigenous culture?

3. If you read Darwin’s diary, what changes seem to have taken place between Cook’s visit in 1770 and Darwin’s in 1835? Do Cook and Darwin write in significantly different ways about Maori?

4. How do these documents illuminate local conditions in each of these destinations? What problems might there be with this evidence?

5. What kinds of changes in Polynesian perceptions of Europeans does Campbell describe?

6. Is there anything in the article by Campbell that helps you better understand the events described by Cook, Banks, Tench or Darwin?

PORTFOLIO TASK #2: Later in the course return to this question in the light of your research and write up the question below as a portfolio entry

7. As historians how can we get inside the minds of eighteenth century Maori, Tahitians or Englishmen? What limits are
there? What non-historical forms of knowledge or evidence might help us?
Further reading on encounters:


Campbell, I.C., *Worlds Apart...*, ch.3.


Howe, K.R., *Where the Waves Fall*, chs.3-4.


Week 5 (beginning Mon 26 March)

Lecture Themes: Colonial ideologies


Tutorial: Looking across the Pacific

*Rationale*. As described in this Course Guide for HIST 111, ‘The relationship between colonizers and colonized will be presented in a comparative historical framework’, and one of the aims of HIST 111 is ‘to introduce students to the discipline of history through the study of the comparative colonial experiences’. This tutorial provides an introduction to some of the issues associated with examining the past through comparative historical frameworks.

*Essential Reading:*

Review Montgomerie from last week:


At least **two** of the excerpts from the following three articles or chapters:


*Instructions and questions*. Read the article by Deborah Montgomerie and at least one of the three excerpts from the other selected articles. In preparing for the tutorial, you should consider the following issues:

1. Define these terms: ethnohistory, microhistory, positivist (or positivism), eurocentric

2. In her article Montgomerie refers to comparative ethnohistory. What is comparative ethnohistory? What is the main argument of this article? What evidence does Montogomerie provide to support this argument?

3. What, according to Montgomerie, are the principal features of colonization?

4. What is the challenge facing historians who wish to move away from Eurocentric narratives?

5. What is microhistory? What are its problems?

6. What are the problems and difficulties of comparing Australian and New Zealand histories? How is this reflected in the historiographies? What might be some of the problems or benefits of developing more comparisons with Pacific history?

**PORTFOLIO TASK #3**: Revisit this question later in the course and write up your notes from today and later reflections for your portfolio

What were the differences in British dealings with Australia and the Pacific Islands? Why was no treaty offered in Australia?

How might we explain the differing treatment of Aborigines and Pacific Islanders?

**Further Reading on the theme of (the loss of) sovereignty:**

**AUSTRALIA**


Reynolds, Henry, *Dispossession*, pp.61-81.


video (AV suite): *Mabo Myths*.

NEW ZEALAND


THE PACIFIC


Campbell, Worlds Apart..., ch.10.


Week 6 (beginning Mon 2 April)

Lecture Themes: Evangelising in the Pacific & Southeastern Australia


Tutorial: Colonial frameworks

Essential Reading


Supporting Reading:

Paul Monin, This is my place: Hauraki contested, 1769-1875, Bridget Williams Books, Wellington, 2001, introduction. (new 2006 edition now available also)

Tutorial Questions:

1. Define these terms: ‘fatal impact’, ‘depopulation’, ‘hierioriography’ and ‘revisionist historian’.

2. How would you characterise Moorehead’s writing? What sort of history is this? For what kind of audience is it written? What problems does it present for you as a history student?

3. What makes Kerry Howe’s article an ‘historiographical’ essay? What problems does it present for you as a history student?

4. According to Howe, what has been the ‘fate of the “savage”’ in Pacific history?

5. What has been the fate of the ‘fatal impact’ interpretation in Henry Reynolds writing about The Other Side of the Frontier?

PORTFOLIO TASK #4

In what ways are Henry Reynolds and Kerry Howe ‘revisionist’ historians?

Further Reading on racial thought in the nineteenth century:


NEW ZEALAND


Best, E., Tuhoe, Polynesian Society, 1925.


King, Penguin History of New Zealand, pp.324-43.


Smith, S. P., Maori Wars of the Nineteenth Century, Wellington, 1910.


White, J., The Ancient History of the Maori, 5 vols, 1885.

AUSTRALIA

Broome, Richard, Aboriginal Australians, ch.6.


THE PACIFIC


Pearson, Bill, Rifled Sanctuaries: Some Views of the Pacific Islands in Western Literature to 1900, Auckland, 1984.
WEEK 7 (beginning Mon 23 April)

Lecture Themes: Patterns of resistance

**Essential Reading for lecture:** Belich, James, *Making Peoples*, pp. 235-246. (Closed Reserve, TDL)

Tutorial: Missions and Missionaries

Review Grimshaw


**Tutorial Questions:**

1. What were the motivations of missionaries in the Pacific region – both men and women?

2. What were the structures that they saw as essential to a civilized and Christian life?

3. From these articles, what were the broad features of the societies they were entering?

4. What kinds of challenges were specific to the Australian missionaries?

5. **PORTFOLIO TASK #5** Compare the contexts Hawaiian and Australian missionaries were working in.

6. What kinds of conflicts were there between ‘traditional’ life and Christianity/missionaries’ teachings?

**Further reading on God and Guns**

**AUSTRALIA**

Harris, John, *One Blood*, pp.77-82.


CD-ROM, *Frontier: Stories from Australia's Forgotten Wars* (see also videos by same name in Audiovisual suite).


**THE PACIFIC**


Howe, *Where the Waves Fall…*, chs 6 and 14.


McArthur, N., 'And, Behold, the Plague was Among the People', in Gunson (ed), *The Changing Pacific*, pp.273-284.


NEW ZEALAND


Binney, Bassett and Olssen, The People and the Land, ch. 4.


WEEK 8 (beginning Mon 30 April)

Lecture Themes: Trade & Exchange

**Essential reading for lecture:**

OR

**Tutorial**
This tutorial is dedicated to discussion of the assignment just submitted and the process of turning your minds to your essays. Please bring any problems you’d like to discuss, questions you continue to have about research, and a **rough essay plan** for discussion.
Week 9 (beginning Mon 7 May)

Lecture Themes: Protecting and assimilating indigenous people

*Essential reading for lecture:* One article from your research that contributes to answering the question of the extent to which colonial legislation directed at indigenous people affected their ability to act and determine their own lives.

Tutorial: Trade and Exchange, OR Travel [You may choose which topic you’d like to pursue this week. They do have overlap, however!]

**OPTION 1**

**Trade and exchange:** Review Shineberg, review McNeill


**PORTFOLIO TASK #6:** Make notes about the ways in which your own research contributes to the theme of trade and exchange.

**Tutorial Questions (Option 1):**

1. What are the features of early trade highlighted by these authors?
2. Are there significant differences in these two case studies? What are they? Are there areas of commonality?
3. What kinds of good were being traded, and what sorts of cultural ‘goods’ were being traded? (You can go back to McNeill to supplement this answer)
4. What sources do these authors use to substantiate their arguments?

**PORTFOLIO TASK #7:**

5. In the relationships outlined by these authors, where did the power lie? What evidence do the authors give for indigenous agency in these relationships? In what ways does this add to our discussions of agency/fatal impact/dual agency?

6. Was trade necessarily a ‘bad’ thing?

**Further reading on the themes of trade and exchange:**

**AUSTRALIA**


**THE PACIFIC**


Howe, *Where the Waves Fall*, ch.5.


NEW ZEALAND


OPTION 2

Travel Writing & Travellers

Review Knapman


PORTFOLIO TASK #8: Access the Dictionary of New Zealand Biography on-line (www.dnzb.org.nz), and perform a word-search using the keyword ‘traveller’. Choose a biography of a 19th century traveller and bring it (or the details) to class. How do the readings for this week illuminate this person’s occupation as a traveller?

PORTFOLIO TASK #9 Identify current travel literature about Australia, New Zealand or the Pacific Islands and bring an example. Be prepared to discuss the differences and similarities with 19th century literature.

Tutorial Questions (Option 2):

1. Summarise three arguments about travel writings made by historians.

2. What are some of the key ideas travellers conveyed about the Pacific Islands and New Zealand? What were the key ideas they conveyed about indigenous people?

3. Were women’s travel writings in any way different to those of men?
4. To what extent do travellers’ writing articulate ideas of indigenous agency?

_Further Readings_ are well covered in the references of Knapman and the bibliography of Wevers (on CR)
Week 10 (beginning Mon 14 May)

Lecture Themes: Protest and Violence

*Essential reading for lectures:* Hempenstall, P. and N. Rutherford, *Protest and Dissent in the Colonial Pacific*, Suva: IPS, USP, 1984, pp.7-15. And, drawing on your research, make some notes for discussing the following: definitions of protest, the efficacy of indigenous protest; the ways we might measure success of protest.

Tutorial: Acquiring the land:

Read two of the following:


Tutorial questions:

1. What, according to David Williams, was the main objective of the Native Land Court in NZ?

2. How did the Native Land Court challenge traditional forms of Maori land tenure?

3. Create a concept map of the connections Goodall makes between land rights and other kinds of rights for Aboriginal people.

4. What were the competing pressures on Aboriginal reserves in NSW? How do those pressures represent different positions on the ‘Aboriginal question’?

5. What do the Maloga petitions illustrate about Aboriginal claims to land, their methods and arguments etc?

6. What was the basic European “misunderstanding” about Melanesian land ownership in New Caledonia?

7. **PORTFOLIO TASK #10** Many colonial legal frameworks were described as “protection” measures. How do you respond to the suggestion that nineteenth century administrators and politicians were doing what they thought was best for indigenous people?

Supporting readings:


Further readings on land:


Crocombe, Ron (ed.), *Land Tenure in the Pacific*, Melbourne, 1971


McGrath, A. (ed.), *Contested Ground*


Reynolds, *Frontier, The Other Side of the Frontier, and Dispossession*.


Week 11 (beginning Mon 21 May)

Lecture Themes: Twentieth century legacies


Tutorial: Political Protest

Time in this tutorial will be dedicated to discussing and making notes for the portfolio

Review Hempenstall & Rutherford.


Tutorial Questions:

1. What is the paradox that Hempenstall and Rutherford describe? How important do you think this is to understanding protest movements in Australia and in the Pacific? What other factors might be considered when examining protest movements?

2. What do the various primary documents provided by Attwood and Marcus tell us about the character of Aboriginal demands for justice in the 1930s?

3. In what ways can Hempenstall and Rutherford’s analysis be applied to the documents on Aboriginal demands for justice?

Further readings on political protest:


King, *Penguin History of New Zealand*, pp. 466-84.


McGrath, A. (ed), *Contested Ground*


Week 12 (beginning Mon 28 May) Legacies

Lecture Themes: Legacies cont’d & conclusions

No reading for lectures

Tutorial:

Time in this tutorial will be dedicated to discussing and making notes for the portfolio.

Review Byrnes


Tutorial Questions:

1. How do these authors view the role of historians and history-making in present race relations?

2. PORTFOLIO TASK #11 What is a ‘shared history’? In what ways have Australians and New Zealanders attempted to construct a shared history? Have they been successful? Are there critiques of the ‘shared history’ idea?

3. Is reconciliation possible? Is objectivity possible?

Further reading on the theme of colonial legacies:


*Oxford History of Australia*, vol. 5.


NB. The VUW Library holds Waitangi Tribunal published reports. Reports are also available on the Tribunal’s web site at: [http://www.waitangi-tribunal.govt.nz](http://www.waitangi-tribunal.govt.nz)