

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME
2007 TRIMESTER 2**

HIST 227: Maori and Pakeha in the 19th Century CRN 7048

Lecturer: Paul Meredith
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Lecture Times: Tuesdays and Thursdays 12:00 – 1:00pm
Venue: Hugh Mackenzie LT001
Tutorials: Monday 12:00 – 12:50pm OK406
Monday 1:10 – 2:00pm OK406
Thursday 1:10 – 2:00pm OK406

Office Hours: Will be announced at the first lecture and posted on my office door and Blackboard. You are also welcome to telephone/email me.

Additional Information

Information about any changes to the timetable or programme will be announced in lectures and posted on the History notice board.

PLEASE NOTE: TUTORIAL CLASSES WILL COMMENCE IN THE SECOND WEEK OF TERM.

Course Aims

This course examines the social and political history of Maori-Pakeha cultural interaction in New Zealand during the nineteenth century. While the focus of the course is on the changing nature of Maori society—particularly attempts to maintain Maori autonomy in the wake of European colonisation—the coming of the Pakeha and subsequent Maori-Pakeha relations is also addressed, with a view to providing a background for understanding some of the issues which concern New Zealanders today.

Course Objectives

1. To increase your knowledge and understanding of some of the critical issues of nineteenth century New Zealand society and to relate that knowledge to current events in New Zealand society.

2. To introduce you to a range of primary sources which will illustrate the diversity, interest, and importance of contemporary opinion in this period.
3. To develop your knowledge of, and interest in, New Zealand history by enabling you to read and critically evaluate secondary scholarly literature.
4. To appreciate history as a process of interpretation, revision and debate.

Throughout the course the intention is to consolidate and build on the skills introduced in stage one History courses, specifically the ability:

- to read with accuracy and discrimination
- to distinguish opinion from fact
- to critically weigh up evidence
- to come to terms with different or conflicting arguments
- to formulate arguments convincingly and concisely
- to write in a clear, logical and lively way
- to present an argument with lucidity and conviction.

Course Content

The main topics covered in this course include change and continuity in Maori society; cultural and social interaction between Maori and Pakeha; the Treaty of Waitangi; land purchasing and land confiscation; settlers, governments and land legislation, and Maori political representation.

The course also explores ideas about race and how these were manifest in the armed conflict of the New Zealand wars. It considers the implementation of government policy with reference to land policy and the implications for Maori. Particular attention is given to Maori attempts to maintain autonomy in response to the actions of the Native Land Court and associated government legislation.

Course Reading

Essential texts:

HIST 227 Book of Readings

Writing History Essays (which is also available as a PDF on the History Website)

Both are available from Student Notes.

Recommended Reading

James Belich, *Making Peoples: A History of the New Zealanders From Polynesian Settlement to the End of the Nineteenth Century*, Auckland, 1996.

Ranginui Walker, *Ka Whawhai Tonu Matou Struggle Without End* Auckland, 2004.

Alan Ward, *A Show of Justice: Racial 'amalgamation' in nineteenth century New Zealand*, Auckland, 1995.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays) 10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

Copies are also held by the VUW library.

Assessment

HIST 227 is an internally assessed course, where the assessment is based on **three** assignments. In fairness to all students in the course, the following terms and assessment requirements must be strict!

BOOK REVIEW

The book review assignment is due on **MONDAY 27 August** and worth 30% of your final grade.
Word limit: 1200 - 1500 words.

You may find the following VUW Library online guide helpful in writing your book review:
<http://www.vuw.ac.nz/library/instruction/online> (see under the heading 'How to write book reviews').

Instructions

- Select a book from the following list. If you wish to review a book that is *not* included on this list, please check it with the lecturer *before* commencing work on the assignment. This exercise is designed to allow you to engage in some detail with an aspect of the course that particularly appeals to you; so select a book that you are interested in! Read the book thoroughly, then re-read it and begin thinking about the issues outlined below.
- Your book review must **critically assess** a book. This exercise will enable you to read and evaluate a particular historical interpretation, and to comment on its use in the study of history. Essentially, you are judging the text as an historical source. What are the advantages of using this source? What are the disadvantages and problems? How does this text relate to the secondary literature on the same topic? You may need to find out some further information about the book, particularly the author (e.g. see the *Dictionary of New Zealand Biography*)

- You may also find it helpful to look at how book reviews are written in professional journals; see for instance, book reviews in the *New Zealand Journal of History*.
- The focus of this assignment is on your critical reading of the book. It is not sufficient to simply provide an outline of what the book is about or to describe its contents. You will be marked on how well you can analyse the book, assess its arguments and approach and comment on its value as a source material for studying and understanding history.

Your book review should address 3 main issues:

- **CONTEXT:** What the book is about? What is the central thesis (or theses) of the book? (This section of your review should be kept to a minimum.)
- **CONSTRUCTION:** How does the author present his/her argument? What kinds of sources does he/she use (oral, written, published, unpublished etc.)? When was the book published? How is it structured (thematic, chronological etc.)?
- **COMMENT:** What is your critical opinion of this book? Do you think that the author's use of evidence supports his/her argument? (You may have to consult other texts on this topic to assist you in your assessment.)

The following publications should be read in terms of the cultural, intellectual and social contexts in which they were written. Although they record many aspects of Maori society, they reveal as much (if not more) about the prevailing European ideas of the day and the preoccupations of the authors as they do of Maori culture and tradition.

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

- Smith, S. P., *History and Traditions of the Maoris of the West Coast, North Island, New Zealand*, New Plymouth, 1910
- Smith, S. P., *The Maori Wars of the Nineteenth Century*, Wellington, 1910
- White, J., *The Ancient History of the Maori*, 6 vols, Wellington, 1887-90
- Alexander, J. E., *Incidents of the Maori War*, London, 1863 (Capper Press reprint, Christchurch, 1976)
- Carey, R., *Narrative of the Late War in New Zealand*, London, 1863
- Cruise, R., *Journal of a Ten Months' Residence in New Zealand*, London, 1823 (Capper Press reprint, Christchurch, 1974)
- Dieffenbach, E., *Travels in New Zealand*, 2 vols, London, 1843 (Capper Press reprint, Christchurch, 1974)
- Earle, A., *A Narrative of Nine Months Residence in New Zealand in 1827*, London, 1832 (1909 edn, Christchurch/E. H. McConnick, ed., London, 1966 edn)
- Fitzroy, R., *Remarks on New Zealand*, London, 1846 (Hocken Library facsimile 1969)
- Fox, W., *The War in New Zealand*, London, 1866 (Capper Press reprint, Christchurch, 1973)
- Fox, W., *The Six Colonies of New Zealand*, London, 1851 (Hocken Library facsimile, 1971)
- Gorst, J., *The Maori King*, London, 1864 (1959 reprint) Gudgeon, T. W., *Reminiscences of the War in New Zealand*, London, 1879
- Heaphy, C., *Narrative of a Residence in Various Parts of New Zealand Together with a Description of the Present State of the Company's Settlements*, London, 1842 (Hocken Library facsimile, 1968)
- Maning, F. E., *Old New Zealand: A Tale of the Good Old Times by a Pakeha Maori*, London, 1863 (numerous reprint edns)
- Marshall, W. B., *A Personal Narrative of Two Visits to New Zealand*, London, 1836
- Nicholas, J. L., *Narrative of a Voyage to New Zealand*, 2 vols, London, 1817
- Polack, J. S., *Manners and Customs of the New Zealanders*, 2 vols, London, 1840 (Capper Press reprint, Christchurch, 1976)
- Polack, J. S., *New Zealand being a narrative of travels and adventures*, London, 1838 (Capper Press facsimile, Christchurch, 1974)
- Savage, J., *Some Account of New Zealand*, London, 1807 (1 Library facsimile, 1966; Capper Press reprint, Christchurch, 1973)
- Shortland, E., *Traditions and Superstitions of the New Zealanders*, London, 1856 (Capper Press reprint, Christchurch, 1980)
- Yate, W., *An Account of New Zealand and of the Formation and Progress of the Church Missionary Society's Mission in the Northern Island*, London, 1835 (1970 edn., Judith Binney and Michael Hewson, eds., Wellington)
- Contemporary historical accounts (fiction)
Campbell, J. L., *Poenamo*, London, 1881 (1952 reprint)

Lady Martin, *Our Maoris*, London, 1884 (1970 reprint)

Wakefield, E. J., *Adventure in New Zealand*, London, 1845 (numerous reprints)

ESSAY

This essay is due on **FRIDAY 28 SEPTEMBER** and is worth 40% of your final grade. Word limit is 2500 words.

Instructions

Choose ONE of the following questions and write an essay answer of 2500 words. Please follow carefully History's requirements for essays as set out in *Writing History Essays*. Both typed and hand essays will be accepted, provided that the print is legible. Electronic submission of written work is not normally acceptable, and is allowed only with the prior permission of the Course Co-ordinator. Exceptions granted where serious circumstances (e.g. illness) prevent you from submitting the essay in person. In this case a paper copy of the work must also be submitted by a date agreed with your lecturer.

PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE COURSE CO-ORDINATOR RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.

Essay Questions

1. What were the primary causes of the musket wars of the 1820s? How have historians explained this conflict and which interpretation do you find the most compelling?
2. How did Maori 'convert conversion' with regard to European Christianity? Discuss the changing nature of Maori responses to Christianity prior to 1850.

3. What are the chief differences between the Maori and the English language versions of the Treaty of Waitangi/Te Tiriti o Waitangi? In general, what problems have arisen because of these differences?
4. 'Maori did not passively receive Europe but actively engaged with it. They chose, adjusted and repackaged the new, in many respects into a less culturally damaging form'. (James Belich, *Making Peoples*, 1996) How did the arrival of Europeans influence the existing Maori economy? Use the above statement as the starting point for an essay in which you discuss trade between Maori and Europeans prior to 1850.
5. 'The writing of history reveals more about the present than the past'. How have historical interpretations of the New Zealand wars changed over time? You should compare the work of at least THREE historians in your essay.
6. What was the outcome of the wars of the 1860s for Maori? Did the wars promote unity or create divisions within Maori communities?
7. 'I do not desire to cast the Queen from this island, but from my piece. I am the person to overlook my piece.' (Wiremu Tamihana to Governor Gore Browne, 7 June 1861) To what extent did conflicting ideas of sovereignty between Maori and the Crown lead to the formation of the Kingitanga in the late 1850s? Use the above statement as the starting point for an essay in which you discuss why the Kingitanga was established.
8. To what extent were the Maori prophetic movements of the second half of the nineteenth century *indigenous* religious movements?
9. Why was the Native Land Court established and how did the operations of the Court affect Maori society from 1865 to 1900. Draw on specific examples where possible.

10. To what extent did the Crown 'play by its own rules' when confiscating Maori land in the 1860s? Discuss with particular reference to the Taranaki and/or Waikato confiscations.
11. You have been commissioned to conduct research for a television documentary on the land confiscations (raupatu) of the 1860s and its effects on Maori communities. The objectives of the documentary are to describe *both* the reasons for the confiscation and the ways in which historians in New Zealand have interpreted them. The producer intends to market the documentary to an international audience that has very little knowledge of New Zealand history. Write an essay in which you explain *how you would present an overview of the land confiscations using the medium of television.* (You should focus on the work of at least THREE historians.)
12. What parties were involved in the alienation of Maori land in the last third of the nineteenth century and how did the Crown manage the process?
13. What were the main objectives of Te Kotahitanga? To what extent had these objectives been realised by the end of the nineteenth century?
14. '[By 1900] Maori cultural autonomy and identity survived the impact of Europe; Maori political independence did not.' (James Belich, *Making Peoples*, 1996, p. 270). Is this a fair assessment? Critically discuss Belich's comment (you are expected to show an awareness of the work of at least TWO other historians in your answer).
15. 'From the vantage point of the colonized ... the term "research" is inextricably linked to European imperialism and colonialism. The word itself, "research", is probably one of the dirtiest words in the indigenous world's vocabulary.' (Linda Tuhiwai Smith, *Decolonizing Methodologies*, 1999, p.1). Write an essay in which you explore the main issues regarding the research writing of Maori

history in New Zealand (you should refer to the works of at least THREE historians in your answer).

16. Maori and Pakeha have historically viewed issues of land tenure and property rights from very different perspectives. What are the historical traditions of each of these perspectives and how is their impact felt today? Illustrate your answer with examples. For instance, you may wish to discuss this in relation to the current debate over access to and/or ownership of the seabed and foreshore.

TERMS TEST

This will be held in the final lecture hour on **11 OCTOBER**. The terms test will require you to write one answer in 50 minutes under exam conditions. The test will be worth 30% of your final grade. Test questions will be based on lectures and tutorials. Some questions will focus on historiographical issues while others will require a synthesis of the themes and ideas you have encountered in the course.

Relationship between assessment and course objectives

The book review will enable you to develop the ability to critically read and assess a particular historical interpretation, and to comment on its use in the study of New Zealand history.

The essay assignment will measure your ability to consult, comprehend, and evaluate a range of sources, to formulate an argument, and to express your findings in an analytical format.

The test is designed to test your ability to analyse and evaluate conflicting arguments and opinions, to present ideas in a logical and concise manner and to formulate an argument.

Mandatory Course Requirements

To gain a pass in this course each student must:

1. 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)
2. Attend at least **8** tutorials

Faculty guidelines permit you to miss up to 3 tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE that **Friday 19 October 2007** 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 19 October 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, E or F).

Penalties

Students will be penalised for late submission of essays—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 8 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 information will be necessary.

Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST 227. This includes 2 hours of lectures per week.

Aegrotats

Please note that under the Assessment Statute (Sections 4.5) 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 **second** trimester courses in 2007 the starting point for this period is Monday **24 September 2007**.

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, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

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 History Disability Liaison Person is Giacomo Lichtner and he can be contacted on 463 6756 or email giacomo.lichtner@vuw.ac.nz. His office is located in 412 Old Kirk Building.

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** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

Victoria University of Wellington, History, HIST 227: Maori and Pakeha in the 19th Century, 2007/227/2

Manaaki Pihipihinga Programme

This programme offers:

- 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
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- 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.

Manaaki Pihipihinga is 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.

Student Services

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.