



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME
2007 TRIMESTER 2**

**HIST318: SPECIAL TOPIC: COMPARATIVE HISTORY OF NEW ZEALAND AND THE UNITED STATES 1840-1975
CRN 1948**

LECTURER: Dr Evan Roberts

ROOM: Old Kirk 425

PHONE: 463 8935

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LECTURE TIMES: Tuesday 11.00 – 11.50am

VENUE: Cotton Lecture Theatre 118 (CO118)

SEMINARS: A two hour seminar each week. Times, groups and rooms – to be advised. Any changes to the seminar programme will be announced in lectures and posted on the History notice board outside OK405.

OFFICE HOURS: will be announced at the first lecture and posted on office doors and the History website. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

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

BLACKBOARD AND EMAIL

There will be a HIST318 Blackboard site used to house the course outline (should you misplace it), links to required additional material, and to contact the class via email. The Blackboard class-email function uses your student email (@student.vuw.ac.nz). Set up your student email account to redirect messages to your preferred email address.

EMAIL RESPONSE POLICY: You will be expected to check your email once every weekday. In return, you can expect that if you email me about HIST318 you will receive a reply within 24 hours (and hopefully sooner). The aim of this policy is to facilitate quick communication, but without raising the unreasonable expectation that you (or I) will be checking email all the time.

I encourage you to submit class-related queries via email for several reasons. First, we both have a written record of the discussion. Second, if the answer to your question would be interesting to the rest of the class, email allows me to communicate with everyone more easily.

NOTE: SEMINARS COMMENCE IN THE SECOND WEEK OF TERM

COURSE AIMS

This course will cover selected topics in the history of New Zealand and the United States between 1840 and 1975, concentrating on comparison and transnational experiences. We will critically consider what comparative and transnational history mean. We will examine how these methods of historical enquiry can be applied to understanding the history of, and relationship between, New Zealand and the United States.

Lectures will address the history of both New Zealand and the United States on a particular topic, which we will explore in greater depth in seminars. Seminars will explore the lecture topics further, through discussion of academic articles and primary sources from both countries. We will also use seminars to discuss the comparative research and writing that you will be doing in the two essays.

COURSE OBJECTIVES

Students passing the paper will understand the differences between, and the application of, the methods of transnational and comparative history. You will also understand how the logic of comparative enquiry is used, and can be applied, in fields other than history. You will understand major events and historical debates in New Zealand and United States history, and be knowledgeable about the relationship between New Zealand and the United States since 1840. You will be proficient in developing an original comparative research question, and identifying appropriate sources to answer that question. Students will know how to identify relevant primary sources, and incorporate them in their research.

COURSE CONTENT

For a full course outline, see the Lecture Programme, below.

This course examines selected topics in the history of New Zealand and the United States. Broadly speaking we will look at social history, including such topics as women's rights, politics and social reform, economic and demographic change, migration, war, and race relations.

We will emphasize both shared experience—transnational history—and separate developments—comparative history, depending on the topic.

COURSE READING

Essential texts:

- HIST318 Book of Readings

Recommended Reading

If you have not previously taken a class in New Zealand or United States history it may be beneficial to look at a general history or textbook to give you some background knowledge. There are now many general histories of New Zealand to choose from, including the following:

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

----- . *Making Peoples: A History of the New Zealanders, from Polynesian Settlement to the End of the Nineteenth Century*. Auckland: Penguin, 2001.

Tom Brooking. *The History of New Zealand, The Greenwood Histories of the Modern Nations*. Westport: Greenwood Press, 2004.

Donald Denoon, Philippa Mein Smith, and Marivic Wyndham. *A History of Australia, New Zealand, and the Pacific, The Blackwell History of the World*. Oxford: Blackwell, 2000.

Philippa Mein Smith. *A Concise History of New Zealand*. Cambridge: Cambridge University Press, 2005.

Geoffrey Rice. *The Oxford History of New Zealand*. 2nd ed. Auckland; New York: Oxford University Press, 1992.

Marcia Stenson. *Illustrated History of New Zealand*. Auckland: Random House, 2004.

Marcia Stenson, and Erik Olssen. *A Century of Change*. 2nd. ed. Auckland: Addison Wesley Longman, 1997.

Note that the books (co-) authored by Stenson are aimed at a high school history audience.

For the United States, you might consult recent textbooks held in the university library at the call number E178.1

Accessible general histories of the United States include the following:

Hugh Brogan. *The Penguin History of the United States of America*. 2nd ed. London; New York: Penguin Books, 2001.

Howard Zinn. *A People's History of the United States: 1492-Present*. New York: HarperCollins, 2003.

— — —. *The Twentieth Century: A People's History*. New York: Perennial, 2003.

If you haven't already done so, it is strongly recommended that you purchase a copy of *Writing History Essays*. This is available from Student Notes, on the Ground Floor or the Student Union Building.

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 or Pipitea: 463 6160

Opening hours:

8am – 6pm Mon–Fri (during term time); 10am – 1pm Saturday

ASSESSMENT

This course is internally assessed. Assessment will be based on the completion of two essays, a bibliography assignment, and leading a seminar discussion.

Bibliography assignment. Due 7 August. 20% of grade. (500 words)

Students will compile an annotated bibliography of primary and secondary sources on a topic of their choice, to guide the research essay. Topics must involve both New Zealand and the United States. Primary and secondary sources from both countries must be identified. Students will discuss the material available for their research essay, and conclude by defining a question to be answered in their essay. They will present a plan for the research for the final essay.

This assignment will be returned with grades by 16 August.

Novel assignment: Due 11 September. 30% of grade. (1500 words)

Students will read two novels, one from New Zealand and one from the United States on a similar topic. The essay will compare the two novels as historical sources, requiring students to do some secondary reading around the topic of the novels. The novels will be selected from a list of approximately 10 topics with suggested "novel pairs." Students will be welcome to suggest and read alternative novels for the assignment, in consultation with the lecturer.

Leading seminar discussion. 10% of grade.

Every student will be responsible for formulating the questions for, and facilitating discussion in, one seminar during the semester. We will decide which seminar you will lead at the first meeting of each seminar. Some seminars may be led by more than one student. You will be marked on the quality of the questions you submit for discussion, and your leadership of the discussion in the seminar. Please be assured that your grade for leading the seminar will not depend on your classmates' contribution to 'your' seminar. If you prepare good questions for discussion, and your classmates are asleep, that won't affect your grade.

Research essay. Due 12 October. 40% of grade. (4000 words)

Students will write an essay based on both primary and secondary sources on a topic of their choice in New Zealand and United States history. The topic will be chosen in consultation with the lecturer, and developed in the bibliography assignment.

Drafts of the research essay may be submitted to the lecturer for comments no later than 2 October.

Relationship between assessment and course objectives:

The best way to understand history is to do it, and the assessment in this course is weighted towards historical research and writing. The bibliography assignment gives you experience in finding historical sources, evaluating them, and framing research questions that address gaps in the existing historiography. The novel assignment introduces you to comparative writing based on two similar sources. The research essay requires you to combine several aspects of historical research, including interpretation of secondary literature, research in primary sources, and composing an original research essay. The seminar discussion gives you experience in oral communication, presentation, discussion, and group work.

Extensions for assessment:

Extensions for assignments can be requested BEFORE the due date in the case of illness or unforeseen circumstances. Please fill out a form at the History office and see the lecturer. There is flexibility in the due dates for each piece of work in HIST318 (see due dates); if you have multiple assignments due at the same time during the trimester you must request a renegotiation of due dates **before the end of week 3**. Otherwise, multiple assignments due at the same time will not be accepted as a reason for an extension request.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

- b) Attend at least 7 of 10 seminars

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: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE 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.

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 18 hours per week to HIST318. This includes 1 x 1 hour of lectures and 1 x 2 hours of seminars per week.

Submission of written work: special requirements

The essays you submit must have a History Programme cover sheet. These are available from the History office reception desk. Please deposit all assignments through the slot outside the History Programme office, Room 405, Old Kirk (OK405).

Note: Your work should be double-spaced, either typed or hand-written. You should photocopy all hand-written work. **Make sure that you save copies of computerised essay files.**

Electronic Submissions

Electronic submission of written work is not normally acceptable, and is allowed **only with the prior permission of the Course Co-ordinator**. Exceptions may be 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 LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.**

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 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 Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

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.

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

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 contacts are **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 Māori, 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)

HIST 318 LECTURE PROGRAMME

10 July	Introduction to comparative and transnational history of New Zealand and the United States.
17 July	Demographic and economic change
24 July	Migration to the "New World"
31 July	Race, ethnicity and war
7 August	Reform and reaction in late nineteenth century politics
14 August	Women's rights from Seneca (1848) to suffrage (1920)

Mid-term break: 20 August – 1 September

4 September	Progressive politics and World War I
11 September	The 1920s: Prosperity for whom?
18 September	The Great Depression
25 September	World War II and its aftermath
2 October	Conservatism and the family in the 1950s
9 October	Diverging social experiences in the 1960s?

HIST318 SEMINAR PROGRAMME

Note: seminars begin in week 2.

Seminar 1 (July 17/19) Comparative and transnational history

Christopher Lloyd. "Australian and American Settler Capitalism: The Importance of a Comparison and Its Curious Neglect." *Australian Economic History Review* 38, no. 3 (1998): 280-305.

David Thelen "The Nation and Beyond: Transnational Perspectives on United States History." *Journal of American History*. 86, no.3 (1999): 465-75.

Pamela Riney-Kehrberg. "The Limits of Policy: Rural Children and Work in the United States and New Zealand, 1870-1920." *History of the Family* 6, no. 1 (2001): 51-67.

Seminar 2 (July 24/26): Migration

Lyndon Fraser. "Structure and Agency: Comparative Perspectives on the Catholic Irish Experience in New Zealand and the U.S." *Australasian Journal of American Studies* 14, no. 2 (1995): 87-103.

Kevin Kenny. "Diaspora and Comparison: The Global Irish as a Case Study." *Journal of American History*. 90, no. 1 (2003): 134-62.

Primary sources: To be determined.

Seminar 3 (July 31 / August 2): Race and war

Maris A. Vinovskis. "Have Social Historians Lost the Civil War? Some preliminary demographic speculations." *Journal of American History*. 76, no. 1 (1989): 34-58.

Karen M. Morin and Lawrence D. Berg, "Gendering resistance: British colonial narratives of wartime New Zealand." *Journal of Historical Geography*, 27, no. 2 (2001): 196-222.

Primary sources: Gary Clayton Anderson and Alan R. Woolworth (eds.), *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862*. St. Paul: Minnesota Historical Society Press, 1988, pp.19-33.

Seminar 4 (Aug 7/9) The politics of wealth

Jim McAloon. *No Idle Rich: The Wealthy in Canterbury and Otago, 1840-1914*. Dunedin: University of Otago Press, 2002, pp.13-27, 183-7.

Richard White. "Information, Markets, and Corruption: Transcontinental Railroads in the Gilded Age." *Journal of American History*. 90, no.1 (2003): 19-43.

Primary sources: Mark Twain, *The Gilded Age*. (New York: Routledge, 1874). **NB:** Full-text available online. Selection for discussion will be advised in class.

Seminar 5 (Aug 14/16): Suffrage in New Zealand and the United States.

John Markoff. "Where and When Was Democracy Invented?" *Comparative Studies in Society and History* 41, no. 4 (1999): 660-90.

Raewyn Dalziel, "Presenting the Enfranchisement of New Zealand Women Abroad." in Caroline Daley and Melanie Nolan (eds.). *Suffrage and Beyond: International Feminist Perspectives*. Auckland: Auckland University Press: 1994, pp. 42-66.

Primary sources: To be determined.

Mid-term break: 20 August – 1 September

Seminar 6 (Sep 4/6): Progressive politics in the early twentieth century

Peter J. Coleman. "New Zealand Liberalism and the Origins of the American Welfare State." *Journal of American History*. 69, no. 2 (1982): 372-91.

Daniel T. Rodgers. "In Search of Progressivism." *Reviews in American History* 10, no. 1 (1982): 113-32.

Primary sources: To be determined.

Seminar 7 (Sep 11/13): The 1920s

Danielle Sprecher, "Good Clothes are Good Business: Gender, Consumption and Appearance in the Office, 1918-39." in Caroline Daley and Deborah Montgomerie (eds.) *The Gendered Kiwi*. Auckland: Auckland University Press, 1999, pp.141-62.

Estelle B. Freedman. "The New Woman: Changing Views of Women in the 1920s." *Journal of American History* 61, no. 2 (1974): 372-93.

Primary sources: To be determined

Seminar 8 (Sep 18/20) The Great Depression and Social Security

Raymond Richards. *Closing the door to destitution: the shaping of the social security acts of the United States and New Zealand*. University Park: Pennsylvania State University Press, 1994, pp.1-109.

Primary sources: To be determined.

Seminar 9 (Sep 25/27): World War II

Deborah Montgomerie, "Women and the Iconography of Femininity." *Gender and History*. 8, no. 1 (1996): 108-132.

Maureen Honey. *Creating Rosie the Riveter: Class, Gender, and Propaganda during World War II*. Amherst: University of Massachusetts Press, 1984, pp.19-59, 226-32 (Chapter 1 + notes).

Primary sources: To be determined.

Seminar 10 (Oct 2/4): Family change and feminism

Stephanie Coontz, *The Way We Never Were. American Families and the Nostalgia Trap*. New York: Basic Books, 2000, pp. (x)-(xxxix), 8-41, 289-300. (Introduction, Chapters 1 and 2 + notes).

Ian Shirley, Peggy Koopman-Boyden, Ian Pool and Susan St. John, "New Zealand," in S. B. Kamerman and A. J. Khan (eds.) *Family Change and Family Policies in Great Britain, Canada, New Zealand and the United States*. Oxford: Clarendon Press, 1997, pp. 207-305.

Primary source: Betty Friedan, *The Feminine Mystique*. New York: Dell Publishing, 1974 (reprinted 1982), pp.11-27, 381. (Chapter 1 + notes)