

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

TRIMESTER 3 2007/2008

HIST 228/310: BIOGRAPHY CRN: 9760

Lecturer: Professor Melanie Nolan
Room: OK 504
Phone: 463 6751
Email: melanie.nolan@vuw.ac.nz
Office Hours: Thursday and Friday 4-5pm. You are also welcome to telephone or email me. I am only too happy to discuss your work with you.

Lecture Times: Thursdays and Fridays, 1.10 - 4.00 pm
Note: Wellington Anniversary Day, 21 January, is a Monday and Waitangi Day, 6 February, is a Wednesday and do not affect the class dates.

Venue: Hugh Mackenzie, LT 105

Additional Information: Information about changes to the timetable or seminar programme will be posted on the programme notice board and on Blackboard.

Course Aims:

Biography tends to be an unreflective methodology and not only in New Zealand. The very act of most biography is to pick an exceptional unrepresentative person. We know that biographies, even collective ones, are anecdotal, unrepeatable, uncontrolled, unrepresentative, subjectively interpreted, single examples. Biographies, even family biographies, are single cases that often describe many variables and often seem unconcerned with bias. Writers of biographical dictionaries as well as biographers of prominent individuals continually acknowledge the tension between selecting the 'obviously significant and worthy' subjects and those who are 'representative' in the writing of any single biography, yet they rarely consider the problems arising in a single case. In this course we will begin with genealogy and whakapapa; trace the development of biography as a form of historical and literary writing; and examine various theories about the individual in history and the way to approach the writing of individual lives and reflect upon issues of representation. That is the course offers an introduction to biography, contemporary debates over biography, its methods and sources and the central issue that biography poses, of the single case in history.

Course Content:

This course consists of two three-hour classes per week. Classes begin 3 January 2008 and run until 11 February 2008. Students will be expected to attend class regularly, contribute to class discussion and keep up with the reading.

Course Objectives:

This is a course on the analysis and consideration of the methodologies of biography. It is not a craft course in which you learn to research and write biographies yourself. We will consider traditional as well as new and exciting developments in biography. In various ways we will be asking fundamental questions about the place of the single case in History.

The main objectives of this course are:

- To increase your knowledge and understanding of biography as it has changed and developed as a genre over time;
- To introduce you to a wide range of biographer's methods, approaches and concerns;
- To pose the central issue in biography of the problem of the single case in History.

At the conclusion of this paper you will:

- Be able to outline the development of biography as a scholarly discipline, particularly its milestones
- Be able to discuss some of the major theoretical issues associated with biography and a historical methodology; and to appreciate the variety of research methods, and the advantages and difficulties of these methods; and
- Have been introduced to the problems of representation, typicality, ethics and politics inherent in biography as a sub-discipline.

Course Structure:

This is an intensive summer course. The three-hour sessions will involve lectures, quizzes, film and discussion.

Workload:

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 and 18 hours per week to a 200-level or 300-level course, respectively. This includes 6 hours of classes (lectures, seminars and exercises) per week.

Course Reading:

You should purchase the HIST 228/HIST 310 course book from Student Notes. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Essential texts:

Melanie Nolan, *Kin. A Collective Biography of a Working-class Family*, Canterbury University Press, Christchurch, 2005

The textbook can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. 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

Recommended Reading:

There is no one set text for this course; instead I advise you to read as widely and as much as possible. Here are some suggestions organised around the classes 1-12.

Week One: Lives

1. Introduction
2. Pure lists and just lives: genealogy, whakapapa and family history

Week Two: Two parallel pillars of modern biography

3. Literary Biography: fact and fiction?
4. Biography and how historians regarded it as a genre

Week Three: The Single Case Study

5. The Individual in History debate
6. Psychobiography

Week Four: Silences and Commotion

7. Gender, Race and Class?
8. Multiple Biographies

Week Five: The Politics of Biography

9. Ethics
10. Autobiography

Week Six: Biography and The Turn to Biographical Methods in the Social Science

11. Dictionaries of Biography
12. Collective Biography

Biography is the largest genre of history. It is vast. This course is very selective. In particular, I can suggest a large number of other examples of the biographical 'craft'. If you are interested in a particular sort of biography, particularly in relation to your essay, simply ask me for some recommendations.

1. Introduction**All these titles are on closed reserve:**

- Daniel Aaron, ed., *Studies in Biography*, Harvard University Press, Cambridge, Massachusetts, 1978.
- Paula R. Backscheider, *Reflections on Biography*, Oxford University Press, Oxford, 1999.
- Daniel Bertaux ed., *Biography and Society: The Life history Approach in the Social Sciences*, Sage, London, 1981

P. Chamberlayne, J. Bornat, T. Wengraf, eds., *The Turn to Biographical Methods in the Social Sciences*, Routledge, London, 2000, especially Michael Rustin, 'Reflections on the biographical turn in social science'

Ian Donaldson, Peter Read and James Walter, *Shaping Lives: Reflections on Biography*, The Humanities Research Centre, The Australian National University, Canberra, 1992.

Leon Edel, 'Biography: A Manifesto' in *Biography*, vol. 1, no. 1, 1978.

Mary Evans, *Missing Persons- The Impossibility of Auto/Biography*, Routledge, London and New York, 1999.

Peter France and William St Clair, eds., *Mapping Lives: the uses of Biography*, British Academy, Oxford University Press, Oxford, 2003, especially Laura Marcus, 'The Newness of the 'New Biography': Biographical Theory and Practise in the Early Twentieth century.

John A. Garraty, 'The Nature of Biography' in A. S. Eisenstadt ed., *The Craft of American History*, Harper & Row, New York, 1966; also John A. Garraty *The nature of biography*, Cape, London 1958.

Robert Gittings, *The Nature of Biography*, Heinemann, London, 1978.

Nigel Hamilton, *Biography: a brief history*, Harvard University Press, Cambridge, Mass, 2007 (on order)

Michael Holroyd, *Works on paper: the craft of biography and autobiography*, Little, Brown, London, 2002.

Eric Homberger and John Charmley eds., *The Troubled Face of Biography*, Macmillan, Basingstoke, 1988.

Richard A Hutch, 'Reading Lives to Live: Mortality, Introspection and the Soteriological Impulse', *Biography*, vol. 17, 2, Spring 1994.

Milton Lomask, *The Biographer's Craft*, Harper & Row, New York, 1984.

Harold Nicholson, *The Development of English Biography*, Hogarth Press, London, 1927.

Ira Bruce Nadel, *Biography: fiction, fact and form*. Macmillan. London, 1984.

All these titles below are on 3-day loan:

2. Pure Lists and Just Lives: Genealogy, Whakapapa and Family History

Examples: Kupe, Toi and so on

New Zealand:

Jeff Sissons, Wiremu Wi Hongi, Pat Hohepa, *The puriri trees are laughing*, The Polynesian Society Auckland, 1987.

Leslie G. Kelly, *Tainui. The Story of Hoturoa and his descendants*, Polynesian Society memoir no. 25, Wellington, 1949.

International:

Plutarch's Lives, five volumes (1693-1700) available electronically Early English Books Online (EEBO) (link from VUW Catalogue)

Tania Gergel, ed., *Alexander the Great: selected texts from Arrian, Curtius and Plutarch*, Penguin, New York, 2004.

General reading:

New Zealand:

Anne Bromell, *New Zealand beginner's guide to family history research and Tracing family history in New Zealand*, Whitcoulls, Auckland 1996, 2004.

Brenda Joyce, *Whakapapa: An introduction to Maori Family history*, Maori Interest Group of the NZSG, Wellington, 2006.

Jane McRae, 'Researching Māori Genealogy', *New Zealand Genealogist*, vol. 23, no. 218, November-December 1992, pp. 384-87.

Margaret Orbell, *Hawaiki: A New Approach to Maori Tradition*, University of Canterbury, Christchurch, 1985.

Charles Te Ahukaramu Royal, *Te Haurapa: an introduction to researching tribal histories and traditions*, Bridget Williams Books, Wellington, 1992.

D. R. Simmons, *The great New Zealand myth: a study of the discovery*

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and origin traditions of the Maori, A. H. & A. W. Reed, Wellington, 1976.

M. P. K. Sorrenson, *Maori origins and migrations: the genesis of some Pakeha myths and legends*, Auckland University Press, Auckland, 1979 and *Manifest duty: the Polynesian Society over 100 years*, University of Auckland, 1992.

John White, *The ancient history of the Maori*, 13 volumes, Vol. 1-6 originally published, Govt. Printer, Wellington, 1887-1891 [electronic resource], Audiovisual unit CDR 438.

International:

Patricia Cox, *Biography in late antiquity: a quest for the holy man*, University of California Press, Berkeley, 1983.

Bruno Gentili and Giovanni Cerri, *History and biography in ancient thought*, J.C. Gieben, Amsterdam, 1988.

Arnaldo Momigliano, *The development of Greek biography; four lectures*, Harvard University Press, Cambridge, Mass, 1971.

Tim Duff, *Plutarch's lives: exploring virtue and vice*, Clarendon Press, Oxford, 1999.

Reed Whittmore, *Pure lives: the early biographers*, Johns Hopkins University Press, Baltimore, 1988.

3. Literary Biography: fact and fiction?

Examples:

New Zealand:

Vincent O'Sullivan, *James K. Baxter*, Oxford University Press, New York & Wellington, 1976.

W. H. Oliver, *James K. Baxter: a portrait*, Godwit Press/Bridget Williams Books, Auckland, 1994.

Pat Lawlor, *The two Baxters: diary notes*, Millwood Press, Wellington, 1979.

International:

- Peter Ackroyd, *Dickens*, Sinclair-Stevenson, London, 1990.
- Leon Edel, *Henry James: A Life*, University of Minnesota Press, Minneapolis, 1960.
- Jan Marsh, *Christina Rossetti: A Literary Biography*, Orion Publishing Group, London, 1984.
- Stephen Greenblatt, *Will in the World: how Shakespeare became Shakespeare*, Norton, New York, 2004.
- Claire Tomalin, *Samuel Pepys. The Unequalled Self*, Penguin Books, London, 2002.

General Reading:

- Daniel Aaron, ed., *Studies in Biography*, Harvard University Press, Massachusetts, 1978 especially Justin Kalpan, 'The Real Life' and James Clifford, 'Hangin up Looking Glasses at Odd Corners': Ethnobiographical Prospects'
- Phyllis Auty, ed., *New Directions in Biography*, University Press of Hawaii, Hawaii, 1981, especially Michael Holroyd, 'Literary and Historical Biography' pp. 12-28.
- Richard D. Altick, *Lives and letters: a history of literary biography in England and America*, Greenwood Press, Westport, Conn., 1965.
- John Batchelor, ed., *The Art of Literary Biography*, Clarendon Press, New York and Oxford, 1995, especially Richard Holmes, 'Inventing the Truth'.
- J. L. Clifford, ed., *Biography as an Art: Selected Criticism 1560-1960*, Oxford University Press, London, 1962.
- A. O. J. Cockshut, *Truth to Life: the Art of Biography in the Nineteenth century*, Collins, London, 1974.
- David Ellis, *Biography and the Search for Understanding*, Edinburgh University Press, Edinburgh, 2000.
- Hermione Lee, *Virginia Woolf's nose: essays on biography*, Princeton University Press, Princeton, 2005.
- J. Meyers, ed., *The Biographer's Art, New Essays*, Macmillan, Basingstoke, 1989.

- Peter Ngourney, 'The Basic Assumption of Literary Biography', *Biography*, vol.1, no. 2, 1978, pp. 86-104.
- B.L. Reid, *Necessary lives: biographical reflections*, University of Missouri Press, Columbia, 1990.
- Ina Schabert, 'Fictional Biography, Factual Biography and their contamination', *Biography*, vol. 5, no.1, Winter 1982.
- Dale Salwak, ed., *The Literary Biography- Problems and Solutions*, University of Iowa Press, Iowa City, 1996.
- Donald Stauffer, *The art of biography in eighteenth century England*, Princeton University Press, Princeton, N.J., 1941.
- Woolf, Virginia. 'The New Biography', in Leonard Woolf, ed., *Collected Essays*, vol. iv, Harcourt, London, 1967, pp. 229-235.

4. Biography and how historians regarded it as a genre**Examples:**

New Zealand:

- J. C. Beaglehole, *The life of Captain James Cook*, A. and C. Black, London, 1974.
- Tim Beaglehole, *A Life of J.C. Beaglehole: New Zealand scholar*, Victoria University Press, Wellington, 2006.

International:

- James Boswell, *Life of Johnson*, H. Frowde, London, 1904, fp. 1791.
- Lytton Strachey, *Eminent Victorians: Cardinal Manning, Florence Nightingale, Dr. Arnold, General Gordon*, Chatto & Windus, London, 1928.
- Herbert Butterfield, *George III and the historians*, Collins, London, 1957.
- Michael Foot, *Aneurin Bevan: A Biography*, Macgibbon & Kee, London, 1962.
- John Lukacs, *The Hitler of History*, A.A. Knopf, New York, 1997.

General reading:

- Phyllis Auty, ed. *New Directions in Biography*, University Press of Hawaii, Hawaii, 1981.
- Derek Beales, 'History and Biography: An Inaugural Lecture', in T. C. W. Blanning and David Cannadine, eds., *History and Biography: Essays in Honour of Derek Beales*, Cambridge University Press, Cambridge, 1996.
- Catherine Drinker Bowen, *Biography: The Craft and the Calling*, Little, Brown Boston, 1969.
- J. D. Browing, *Biography in the eighteenth century: the emergence of modern biography*, Garland Publications, New York, 1980.
- Catharine Coleborne, Mark Houlahan and Hugh Morrison, eds., *Telling lives: essays in biography and history*, University of Waikato, Depts. of History and Humanities, Hamilton, 2006 (on order).
- Joseph Reed, *English Biography in the early nineteenth century, 1801-1838*, Yale University Press, New Haven, 1966.
- Richard Hutch, 'A Strategic Irony and Lytton Strachey's contribution to Biography', *Biography*, vol. 11, no. 1, 1988.
- Richard Holmes, 'The Proper Study?', in Peter France and William St Clair, eds., *Mapping Lives: the Uses of Biography*, Oxford University Press, Oxford, 2002.
- Jock Phillips, ed., *Biography in New Zealand*, Allen & Unwin/Port Nicholson Press/Stout Research Centre, Wellington, 1985, especially J. C. Davis, 'Clio's Lost Sheep: History and Some Problems of Biography', pp. 7-18.
- Ben Pimlott, 'Is Contemporary Biography history?', *The Political Quarterly*, vol. 70, no. 1, 1991.
- Ben Pimlott, *Frustrate their Knavish Tricks, Writing on Biography, History and Politics*, HarperCollins, London, 1994.
- P. B. Waite, 'Invading Privacies: Biography as history', *Dalhousie Review*, vol. 69, no. 4, Winter 1989.
- R. Whittemore, *Whole Lives. Shapers of Modern Biography, 1989 and Pure Lives: Early Biographers* Johns Hopkins University Press, Baltimore, 1989.

5. Individual in history debate**Examples:**

New Zealand:

- R.M. Burdon, *King Dick: a biography of Richard John Seddon*, Whitcombe & Tombs, Christchurch, 1955.
- Barry Gustafson, *From the Cradle to the Grave: a biography of Michael Joseph Savage*, Penguin, Auckland, 1988.
- Michael Bassett with Michael King, *Tomorrow comes the song: a life of Peter Fraser*, Penguin, Auckland, 2000.
- Keith Sinclair, *Walter Nash*, Auckland University Press, Auckland, 1976.
- Barry Gustafson, *His way: a biography of Robert Muldoon*, Auckland University Press, Auckland, 2000.
- Michael Bassett, *Coates of Kaipara*, Auckland University Press, 1995.

International:

- Thomas Carlyle, *Oliver Cromwell*, Chapman & Hall, London, 1887.
- _____, *History of Friedrich II of Prussia, called Frederick the Great*, Chapman and Hall, London, 1894.
- Isaac Deutscher, *Biography of Trotsky*, esp. The Prophet Outcast, chapter 3.
- _____, *Stalin, a political biography*, Oxford University Press, Oxford, 1949.
- David Wheeler, ed., *Domestick privacies: Samuel Johnson and the art of biography*, University Press of Kentucky, Lexington, 1987.

General Reading:

- Alan Macfarlane, *The Origins of English Individualism*, Oxford University Press, Oxford, 1978.
- H. Butterfield, 'The Role of the Individual in history', *History*, vol. 139, no. 9, 1953, pp. 1-17.
- Thomas Carlyle, *On heroes, hero worship and the heroic in history*, Chapman & Hall, London, 1872.

- Danto, 'The Historical Individual', in William H. Dray *Philosophical Analysis and History*, Harper & Row, New York, 1966.
- Leon Edel, *Writing Lives: Principia Biographica*, Norton, New York, 1984.
- Sidney Hook, *The Hero in History: A study in Limitation and Possibility*, Secker & Warburg, London, 1945.
- Andre Maurois, *Aspects of Biography*, S C Roberts, trans, Cambridge University Press, Cambridge, 1929.
- G. V. Plekhanov, *The Role of the Individual in History*, Lawrence & Wishart, London, 1898.
- Ernest Mandel, 'The Role of the Individual in history: the case of World War Two', *New Left Review*, vol. 1, no. 157, May-June 1986, 61-77.

6. Psychobiography

International:

- E. H. Erikson, *Young Man Luther*, Faber and Faber, London, 1958.
- Sigmund Freud, *Leonardo da Vinci and a Memory of His Childhood*, Routledge, London, 1957, fp 1910.
- Dan Ogilvie, *Fantasies of Flight*, Oxford University Press, New York, 2004.
- Rudiger Safranski, *Nietzsche: a Philosophical Biography*, Granta Books, London, 2002.
- Robert G.L. Waite, *The Psychopathic God: Adolf Hitler*, First DaCapo Press Edition, New York, 1993, fp, 1977.

General reading:

- T. G. Ashplant, 'Fantasy, Narrative, Event: Psychoanalysis in historical writing', *History Workshop*, no, 23, Autumn 1987, pp. 165-173
- Robin Collingwood, 'History as Re-enactment of Past Experience' in Patrick Gardiner, *Theories of History*, The Free Press, New York, 1959, pp. 249-265.
- _____, *The Idea of history*, Oxford University Press, Oxford, 1962.

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- Ian Donaldson, Peter Read and James Walter, *Shaping Lives: Reflections on Biography*, The Humanities Research Centre, The Australian National University, Canberra, 1992, esp 'Biography, psychobiography and cultural space'.
- Leon Edel, 'The Biographers and Psycho-Analysis' in *New World Writing*, no. 18, Winter, 1961, pp. 50-64.
- Alan C. Elms, *Uncovering Lives: The Uneasy Alliance of Biography and Psychology*, Oxford University Press, New York, 1993.
- Peter Gay, *Freud for historians*, Oxford Univ. Press, Oxford, 1985.
- T. K. Kohut, 'Psychohistory as history', *The American Historical Review*, vol. 91, 2, 1986, pp. 336-354.
- George M. Kren and Leon H. Rappoport, eds., *Varieties of Psychohistory*, Springer Publishing Company, New York, 1950, especially E. H. Erikson, 'The Legend of Hitler's Childhood', pp. 99-110.
- Peter Loewenberg, *Decoding the Past: The Psychohistorical Approach*, Alfred A. Knopf, New York, 1982.
- B. Mazlish, 'Group Psychology and Problems of Contemporary History', *Journal of Contemporary History*, vol. 3, no. 2, 1968, pp. 163-177.
- William McKinley Runyan, *Life Histories and Psychobiography: Explorations in Theory and Method*, Oxford University Press, New York, 1982.
- _____, *Psychology and Historical Interpretation*, Oxford University Press, New York, 1988.
- William Todd Schultz, ed., *The Handbook of Psychobiography*, Oxford University Press, Oxford, 2005.
- Donald P. Spence, *Narrative truth and historical truth: meaning and interpretation in psychoanalysis*, W.W. Norton, New York, 1982.
- E. S. Wolf, 'Psychoanalytic Selfobject Psychology and Psychohistory', in Mel Albin, ed., *New Directions in Psychohistory: The Adelphi Papers in Honor of Erik H. Erikson*, D. C. Heath and Company, Lexington, Massachusetts, 1980.

7. Gender, Race, Class and other silences?

Examples:

New Zealand:

Annabel Cooper, Mary Lee, *The Not So Poor*, Auckland University Press, Auckland, 1992.

International:

Antonia Fraser, *Marie Antoinette*, Random House Inc, 2002 fp 1985.

Jung Chang, *Wild Swans: Three Daughters of China*, Flamingo, London, 1993, fp 1952.

General Reading:

Ziggi Alexander, 'Let it lie upon the table: the status of black women's biography in the UK', *Gender and History*, vol.2, 1, 1990, pp. 22-33.

Kathleen Barry, 'The new historical syntheses: women's biography', *Journal of Women's History*, vol. 1, no. 3, 1989-1990, pp. 75-105.

Barbara Caine, 'Feminist biography and feminist history', *Women's History Review*, vol. 3, no. 2, 1994, pp. 247-262.

Annabel Cooper and Maureen Molloy, 'Poverty, dependence and "women": reading autobiography and social policy from 1930s New Zealand', *Gender and History* vol. 9, no. 1, 1997, pp. 36-59.

Carolyn G. Heilbrun, *Writing a woman's life*, Women's Press, London, 1989.

Teresa Iles ed., *All Sides of the Subject: Women and Biography*, Teacher's Press, New York, 1992.

Susan Magery with Caroline Guerin and Paula Hamilton, eds., *Writing lives: feminist biography and autobiography*, University of Adelaide, Adelaide, 1992.

Catherine Peters, 'Secondary Lives: Biography in Context' in John Batchelor, ed., *The Art of Literary Biography*, Clarendon Press, New York and Oxford, 1995, pp. 43-56.

Pauline Polkey, *Women's lives into print: the theory, practice and*

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writing of feminist auto/biography, St. Martin's Press, New York, 1999.

Carolyn Steedman, 'Difficult stories: feminist auto/biography', *Gender and History* vol. 7, no. 2, 1995, pp. 321-326 [Review article].

Linda Wagner-Martin, *Telling Women's Lives: the New Biography*, Rutgers University Press, New Brunswick, N.J, 1994.

Martha Watson, *Lives of their own: rhetorical dimensions in autobiographies of women activists*, University of South Carolina Press, Columbia, 1999

Lori Williamson, 'Women's history and biography', *Gender and History*, vol. 11, no. 2, 1999, pp. 379-384 [Review article].

Angela Woollacott, 'The Fragmentary Subject: feminist history, official records, and self-representative', *Women's Studies International Forum*, vol. 21, no. 1, 1998 pp. 329-39.

8. Multiple biographies

Examples:

New Zealand:

Jeffrey Meyers, *Katherine Mansfield: a darker view*, Cooper Square Press, New York, 2002.

International:

Janet Malcolm, *The Silent Woman: Sylvia Plath and Ted Hughes*, New York, 1995.

Roy Jenkins, *Churchill: A Biography*, Macmillan, London, 2001.

Marina Warner, *Alone of all her sex: the myth and cult of the Virgin Mary*, Weidenfeld and Nicolson, London, 1976

_____, *Joan of Arc: the image of female heroism*, Weidenfeld and Nicolson, London, 1981

General Reading:

Biographies of people the subject of a number of biographies usually justify 'yet another biography' in the preface.

Dena Goodman, 'Not Another Biography of Marie-Antoinette!' in Goodman, ed., *Marie-Antoinette: writings on the body of a queen*, Routledge, New York, 2003

9. Ethics and Politics

Examples:

New Zealand:

Michael King, *Wrestling with the angel: a life of Janet Frame*, Viking, Auckland, 2000.

International:

Kitty Kelley, *Nancy Reagan: The Unauthorized Biography*, Simon & Schuster, New York, 1991.

Ed Morris, *Dutch: A Memoir of Ronald Reagan*, Random House, New York, 1999.

Andrew Morton, *Diana: Her True Story*, Simon and Schuster, New York, 1992.

General Reading:

Ardra L. Cole [and] J. Gary Knowles, *Lives in context: the art of life history research*, AltaMira Press, Walnut Creek, CA., 2001, especially Kathleen Gates, Kathryn Church and Cathy Crowe, 'Fidelity and Ethical Ideals'.

Ivor F. Goodson and Pat Sike, *Life history research in educational settings: learning from lives*, Open University Press, Buckingham/Philadelphia, Pa., 2001, especially 'Questions of ethics and power in life history research'.

Paul John Eakin, *The Ethics of Life Writing*, 2004 (on order)

Michael King, 'The Compassionate Truth', *Meanjin*, vol. 61, March 2002, p. 24.

_____, *Tread Softly Because you Tread on My Life*, Cape Catley, Auckland, 2001.

Janet Malcolm, *The Silent Woman: Sylvia Plath and Ted Hughes*,

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Vintage, New York, 1993.

Michael Millgate, *Testamentary Acts, Browning, Tennyson, James, Hardy*, Oxford University Press, Oxford, 1992.

Stephen B. Oates and Jeanne Hopkins Stover, 'Conversations' in James F. Veninga ed., *The Biographer's Gift: Life histories and Humanism*, College Station, Texas, 1983.

Margaret Oliphant, 'The Ethics of Biography', *Contemporary Review*, July 1883, pp. 88-91, Charles Whibley, 'The Limits of Biography', *Nineteenth Century*, March 1897 pp. 428-436, & Andre Maurois, 'The Ethics of Biography' *English Institute Annual*, 1942, pp. 5-28, reprinted in J. L. Clifford, ed., *Biography as an Art: Selected Criticism 1560-1960*, Oxford University Press, London, 1962.

Carl Rollyson and Lisa Paddock, 'Fair use' and the Unauthorised Biography: Dealing with the Dilemma,' *Biography and Source Studies*, 3. New York, 1997.

Carl Rollyson, *A Higher Form of Cannibalism? Adventures in the Art and Politics of Biography*, Ivan R. Dee, Chicago, 2005.

10. Autobiography

Examples:

New Zealand:

Jill Kerr Conway, *In her own words: women's memoirs from Australia, New Zealand, Canada, and the United States*, Vintage Books, New York, 1999.

Janet Frame, To the Island, Random House, Auckland, 1982; *An angel at my table*, Random House, Auckland, 1984; and, *The envoy from mirror city*, Random House, Auckland 1985.

International:

Simone de Beauvoir, *Memoirs of a dutiful daughter*, Weidenfeld and Nicolson, London, 1959; *Force of circumstance*, Weidenfeld and Nicolson, 1965; *The prime of life*, Penguin, Harmondsworth,

- 1965; *All said and done*, Deutsch and Weidenfeld and Nicolson, London, 1973.
- Benjamin Franklin, *The autobiography of Benjamin Franklin*, Cassell, London, 1886, fp 1793.
- Emma Goldman, *Living my life*, Garden City, New York, 1931.
- John Stuart Mill, *Autobiography*, Longmans, London, 1879.
- Theodore Roosevelt: an autobiography*, Macmillan, London & New York, 1913.
- General reading:
- Russell Baker, William Zinsser et al, *Inventing the Truth: The Art and Craft of Memoir*, Houghton Mifflin, Boston, 1987.
- Jill Kerr Conway, *When Memory Speaks: Reflections on Autobiography*, Alfred A. Knopf, New York, 1998 (on Order).
- Martin A. Conway, *Autobiographical memory: an introduction*, Open University Press, Milton Keynes, 1990.
- Paul John Eakin, *Fictions in autobiography: studies in the art of self invention*, Princeton University Press, Princeton, 1985.
- _____, *Touching the world: reference in autobiography*, Princeton University Press, Princeton, 1992.
- _____, *How our lives become stories: making selves*, Cornell University Press, 1999.
- Robert Elbaz, *The changing nature of the self: a critical study of the autobiographic discourse*, University of Iowa Press, Iowa, 1987.
- James Goodwin, *Autobiography: the self made text*, Twayne Publishers, New York, 1993.
- Paula Hamilton, 'Inventing the Self: oral history as Autobiography' in Ian Donaldson, Peter Read, and James Walter, eds., *Lives: Reflections on Biography*, The Humanities Research Centre, the Australian National University, Canberra, 1992.
- Jerome Hamilton Buckley, *The Turning Key. Autobiography and the Subjective Impulse since 1800*, Harvard University Press, Cambridge, Mass., 1984.
- Robin Humphrey, Robert Miller, Elena Zdravomyslova., eds.,
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- Biographical research in Eastern Europe: altered lives and broken biographies*, Ashgate, Aldershot, Burlington, 2002.
- P. Lejeune, *On autobiography*, trans. Katherine Leary, University of Minnesota Press, Minneapolis, 1989.
- _____, 'The Autobiographer and his history', *Biography*, vol. 14, no. 1, Winter 1991.
- M Mascuch, *Origins of the Individualist self: Autobiography and self-identity in England, 1591-1791*, Polity Press, Cambridge, 1997.
- Pauline Polkey, 'Reading history through autobiography: politically active women of late nineteenth-century Britain and their personal narratives', *Women's History Review* vol. 9, no. 3, 2000, pp. 483-500.
- Jeremy D. Popkin, *History, historians, & autobiography*, University of Chicago Press, Chicago, 2005.
- Charles P. Thompson, *Autobiographical Memory: remembering what and remembering when*, L. Erlbaum Associates, Mahwah, N.J., 1996.
- David Vincent, *Bread, Knowledge and Freedom. A Study of Nineteenth-Century Working Class Autobiography*, Europa, London, 1981.

11. Dictionaries

Examples:

- New Zealand:
New Zealand Dictionary of New Zealand, vol. 1-5, Department of Internal Affairs/Allen and Unwin/Auckland University Press, Wellington, 1990-2000.

International :

- A New and general biographical dictionary: containing an historical and critical account of the lives and writings of the most eminent persons in every nation, particularly the British and Irish*, W. Strahan, London, 1784.

General Reading:

- D. J. Freeman and D. Krantz, 'The unfulfilled promise of life histories', *Biography*, vol. 3, no. 1, 1980, pp. 1-13.
- Brad S. Gregory, 'Is Small Beautiful? Microhistory and the history of everyday life', *History and Theory*, vol. 38, no. 1, 1999, pp. 100-110.
- Jill Lepore, 'Historians Who Love Too Much: Reflections on Microhistory and Biography', *The Journal of American History*, vol. 88, no. 1, 2001, pp. 129-144.
- Gillian Fenwick, *Women and the Dictionary of national biography: a guide to DNB volumes 1885-1985 and Missing persons*, Scolar Press & Ashgate, Aldershot, Hants, 1994.

12. Collective Biography**Examples:**

New Zealand:

- Ruth Fry, *Maud and Amber. A New Zealand Mother and Daughter and the Women's Cause 1865 to 1981*, Canterbury University Press, Christchurch, 1992.
- Margaret Lovell-Smith, *Plain Living, High Thinking: The Family Story of Jennie and Will Lovell-Smith*, Canterbury University Press, Christchurch, 1994.
- James McNeish, *Dance of the peacocks*, Vintage, Auckland, 2003.
- Melanie Nolan, *Kin. A Collective Biography of a Working-class Family*, Canterbury University Press, Christchurch, 2005

International:

- James Fox, *Five Sisters: The Langelorns of Virginia*, Norton, New York, 2000 (on order).
- Anna Hillyard and Jane MacDermid, *Revolutionary Women in Russia, 1870-1917: A Study in Collective Biography*, Manchester University Press, 2000.
- Daniel Lerner, *The Nazi Elite*, Stanford University Press, Stanford,

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1951.

- Mary S. Lovell, *The Sisters: The Saga of the Mitford Family*, Norton, New York, 2001.
- Jane Martin, 'Gender, the City and the Politics of Schooling: Towards a Collective Biography of Women "Doing Good" as Public Moralists in Victorian London', *Gender and Education*, vol. 17 no. 2, May 2005, pp. 143-163.
- Martin Pugh, *The Pankhursts*, Allen Lane, London, 2002.
- Gary Werskey, *The visible college. A collective biography of British scientists and socialists of the 1930s*, Allen and Unwin, London, 1978.

General reading:

- William Bruneau, 'Toward a New Collective Biography: The University of British Columbia Professoriate, 1915- 1945', *Canadian Journal of Education*, vol. 19, no. 1, 1994, pp. 65-79.
- Bronwyn Davies and Susan Gannon, *Doing Collective Biography*, Open University Press, Buckingham, 2006.
- Diana K. Jones, 'Researching groups of lives: a collective biographical perspective on the Protestant ethic debate', *Qualitative Research*, vol. 1, no. 3, 2001, pp. 325-346.
- Robert Lanning, *The National Album. Collective Biography and the formation of the Canadian Middle Class*, McGill-Queen's Press, 1996 especially 'The role of biography in social and historical studies', pp. 15-44.
- Lawrence Stone, 'Prosopography', *Daedalus*, vol. 100, no.1, 1971, pp. 46-79.
- Michael Rustin, 'Reflections on the biographical turn in social science' in P. Chamberlayne, J. Bornat, T. Wengraf, eds., *The Turn to Biographical Methods in the Social Sciences*, Routledge, New York & London, 2000.
- Barbara Tuchman, 'Biography as a Prism of history', in Marc Pachter, ed., *Telling Lives: The Biographers' Art*, New Republic Books, Washington, 1979.

Philip Vandermeer, Collective biography and the New Political history, *Indiana Social Studies Quarterly*, vol. 33, no. 3, Winter 1980-81, pp. 5-20.

Journals:

In addition there are a number of relevant journals held at VUW or able to be accessed electronically:

Biography 1978+ CT100 B615

VUW has electronic access to this resource

Journal of Historical Biography, vol. 1 Spring 2007

Journal of Medical Biography, 1993+

VUW has electronic access to this resource

The New Zealand Genealogist, 1970+ New Zealand Society of Genealogists, Auckland, CS2040 N532

The Virginia magazine of history and biography 1893+

VUW has electronic access to this resource

Assessment requirements:

You must gain an overall grade of C, (50) for the three assessments. Every student will be required to write:

- Three short in-class test answers: 11 January, 25 January, and 8 February (the best two marks to jointly contribute 10%)
- Essay (worth 40%) Due Date: 5 February 2008 for written comments OR 15 February 2008 for grading but no written comments
- Exam (worth 50%) during the exam period: 11-15 February 2008

i. In-class tests: The dates of the short answer tests are as follows – 11 January, 25 January, and 8 February. The tests will take up the first 20 minutes of the lecture. Their purpose is to evaluate students' general awareness of the literature in the course book. There will be separate test questions for 200 and 300 level students.

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ii. Essay: The essay should be approximately

- 2500-3000 words long for 200-level students
- 3500-4000 words for 300-level students

Essay questions:

200-level students:

Choose any biography (in consultation with Melanie Nolan) and discuss the methodological issues that the biographer has, or ought to have, faced.

OR

Any other topic agreed upon in consultation with Melanie Nolan

300-level students:

Choose three biographies on people 'of the same ilk' and discuss the methodological issues a historian approaching a collective biography would face.

OR

Any other topic agreed upon in consultation with Melanie Nolan

Hand your essays in either at class-time, or to the History Office at 4:30pm on the due date. There are two due dates for the essay.

- Essays submitted before 4:30pm on 5 FEBRUARY will receive written comments.
- Essays submitted before 4:30pm on 15 FEBRUARY will not receive written comments.

There is no grade penalty for essays submitted between 5 February and 15 February. No essays can be submitted after 4:30pm 20 February.

A hard copy of this assignment should be retained by students

iii. Exam: The exam will be three hours long. A hand-out detailing the exam format will be circulated. Trimester 3 exams will be held in the week 11-15 February 2008.

The University has a policy of reasonable accommodation of the needs of students with disabilities in assessment procedures. Please contact Melanie Nolan at the start of the course to discuss this, if need be.

Relationship between assessment and course objectives:

The individual pieces of assessment are designed to contribute to the objectives of the paper.

- The exam will test students' knowledge and understanding of biography as it has changed and developed as a genre over time some of the critical issues in studying biography, as covered in the lectures.
- The class tests will consist of questions about the range of methods and sources used in Biography as set out in the class readings.
- The essay will consider some central issues in Biography

Penalties:

There is no grade penalty for essays submitted between 5 February and 15 February.

Students will be penalised for late submission of essays—a deduction of 5% per day up to a maximum of 5 days between 15 February and 20 February. 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. No essays can be submitted after 4:30pm 20 February.

Mandatory Course Requirements:

To gain a pass in this course each student must:

- 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)

PLEASE NOTE that **20 February** 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 20 February 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).

Statement on legibility:

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Statement on the use of Turnitin:

Student work provided for assessment in this course MAY be checked for academic integrity by the electronic search engine < <http://www.turnitin.com>>. Turnitin is an online plagiarism prevention

tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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 third trimester courses in 2007-8 the starting point for this period is **Monday 21 January 2008**

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 on the VUW website at

<http://www.victoria.ac.nz/home/study/calendar.aspx>

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 queries 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.victoria.ac.nz/home/about/policy/students.aspx

The Policy on Staff Conduct can be found on the VUW website at:

www.victoria.ac.nz/home/about/policy/staff.aspx

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; the VUWSA Education Coordinator is 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.victoria.ac.nz/home/about/policy/students.aspx

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. All cases will be recorded on a central database and severe penalties may be imposed. 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.victoria.ac.nz/home/study/plagiarism.aspx

Students with Impairments:

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 Glyn Parry and he may be contacted on 463 6776 or glyn.parry@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. 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.victoria.ac.nz/st_services/

VUWSA employs an Education Coordinator who deals with academic problems and provides 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.

Lecture Programme

Week One: Introduction: Lives

1. Thursday 3 January: Introduction
2. Friday 4 January: Pure lists and just lives: genealogy, whakapapa and family history

Week Two: Two parallel pillars of modern biography

3. Thursday 10 January: Literary Biography: fact or fiction?
4. Friday 11 January: Biography and how historians regarded it as a genre

IN- CLASS TEST 11 January

Week Three: The Single Case Study

5. Thursday 17 January: The Individual in History debate
6. Friday 18 January: Psychobiography

Week Four: Silences and Commotion

7. Thursday 24 January: Gender, Race, Class and other silences?
8. Friday 25 January: Multiple Biographies

IN-CLASS TEST: 25 January

Week Five: The Politics of Biography

9. Thursday 31 January: Ethics and Politics
10. Friday 1 February: Autobiography

5 FEBRUARY: ESSAY (TO BE GRADED WITH COMMENTS) DUE

Week Six: Biography and The Turn to Biographical Methods in the Social Science

11. Thursday 7 February Dictionaries of Biography
12. Friday 8 February: Collective Biography

IN-CLASS TEST: 8 February

15 FEBRUARY: ESSAY (TO BE GRADED WITH NO COMMENTS) DUE

Readings

Week One: Introduction

Class One: Thursday 3 January: Introduction

Leon Edel, 'Biography: A Manifesto' in *Biography*, vol. 1, no. 1, 1978, pp. 1-3

Class Two: Friday 4 January: Pure lists & just lives: genealogy, whakapapa & family history

Jeff Sissons, Wiremu Wi Hongi, Pat Hohepa, *The puriri trees are laughing*, The Polynesian Society Auckland, 1987, pp. 51-79 and 147-150.

D. R. Simmons, 'A New Zealand Myth: Kupe, Toi and the Fleet', *New Zealand Journal of History*, vol. 3, no. 1, April 1969, pp. 14-31.

Week Two: Two parallel pillars of modern biography

Michael Holroyd, 'Literary and Historical Biography' in, Phyllis Auty, ed., *New Directions in Biography*, The University of Hawaii Press, Manoa, 1981, pp. 12-28.

Class Three: Thursday 10 January: Literary Biography: fact or fiction?

W. H. Oliver, *James K. Baxter: a portrait*, Godwit Press/Bridget Williams Books, Auckland, 1994, pp. 125-157.

Richard Holmes, 'Inventing the Truth', in John Batchelor, ed., *The Art of Literary Biography*, Clarendon Press, New York and Oxford, 1995, pp. 15-25.

Class Four: Friday 11 January: Biography and how historians regarded it as a genre

T. Beaglehole, *A Life of J. C. Beaglehole. New Zealand Scholar*, Victoria University Press, Wellington, 2006, pp. 15-19 and 384-421.

Ben Pimlott, 'Is Contemporary Biography History', *Political Quarterly*, vol. 70, no.1, Spring, 1999, pp. 31-41.

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Derek Beales, 'History and Biography: An Inaugural Lecture', in T. C. W. Blanning and David Cannadine, eds., *History and Biography: Essays in Honour of Derek Beales*, Cambridge University Press, Cambridge, 1996, pp. 1-36.

Week Three: The Single Case Study

Class Five: Thursday 17 January: The Individual in History debate

Barry Gustafson, *His way: a biography of Robert Muldoon*, Auckland University Press, Auckland, 2000, Dedication page to Theo and Margaret and pp. 1-16.

Ernest Mandel, 'The Role of the Individual in history: the case of World War Two', *New Left Review*, vol. 1, no. 157, May-June 1986, pp. 61-77.

Class Six: Friday 18 January: Psychobiography

E. H. Erikson, *Young Man Luther*, Faber and Faber, London, 1958, pp. 7-45

T. G. Ashplant, 'Fantasy, Narrative, Event: Psychoanalysis in historical writing', *History Workshop*, no. 23, Autumn 1987, pp. 165-173.

Week Four: Silences and Commotion

Class Seven Thursday 24 January: Gender, Race, Class and other silences?

John A. Lee, *Children of the Poor*, Christchurch 1973 (fp 1934), pp. 1-22 and 118-130.

Annabel Cooper, ed., *The Not So Poor. An Autobiography. Mary Isabella Lee*, Auckland, 1992, pp. 9-42.

Barbara Caine, 'Feminist biography and feminist history', *Women's History Review*, vol. 3, no. 2, June, 1994, pp. 247-262.

Class Eight: Friday 25 January: Multiple Biographies

Janet Malcolm, *The Silent Woman: Sylvia Plath and Ted Hughes*, New York, 1995, pp. 3-31.

Week Five:Class Nine: Thursday 31 January: Ethics and Politics

Kitty Kelley, *Nancy Reagan: The Unauthorized Biography*, Simon & Schuster, New York, 1991, pp. ix-xix & 1-38.

Carl Rollyson, *A Higher Form of Cannibalism? Adventures in the Art and Politics of Biography*, Ivan R. Dee, Chicago, 2005, pp. 49-72 & 173-178.

Class Ten: Friday 1 February: Autobiography

Paula Hamilton, 'Inventing the Self: oral history as Autobiography' in Ian Donaldson, Peter Read, and James Walter, eds., *Lives: Reflections on Biography*, The Humanities Research Centre, Australian National University, Canberra, 1992, pp. 110-116.

Jeremy D. Popkin, *History, Historians and Autobiography*, University of Chicago, Chicago and London, 2005, pp. 11-32.

Week Six:Class Eleven: Thursday 7 February Dictionaries of Biography

The Editorial Notes to The Dictionary of New Zealand Biography vol. 5, pp. vii-xii

Melanie Nolan, 'The Place of the Few Among the Many? A review article on The Dictionary of New Zealand Biography, Volume Five, 1941-1960', Ministry of Culture and Heritage E-journal, *Making History*, <http://www.mch.govt.nz/History/making-history/dnzb.html>

Class Twelve: Friday 8 February: Collective Biography

Melanie Nolan, *Kin. A Collective Biography of a Working-class Family*, Canterbury University Press, Christchurch, 2005, pp. 13-33

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and 189-194.

Michael Rustin, 'Reflections on the biographical turn in social science' in P. Chamberlayne, J. Bornat, T. Wengraf, eds., *The Turn to Biographical Methods in the Social Sciences*, Routledge, New York & London, 2000, pp. 33-52.