



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 422: A TOPIC IN NEW ZEALAND HISTORY I: IN THEIR PLACE: PERSPECTIVES ON PEOPLE AND LAND 30 POINTS

TRIMESTERS 1 AND 2 2014

Important dates

Trimester dates: 3 March to 16 November 2014
Teaching dates: 3 March to 17 October 2014
Easter/Mid-trimester break: 18 April to 4 May 2014
Mid-year break: 3–13 July 2014
Mid-trimester break 2/3: 25 August to 7 September 2014

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

Class times and locations

Seminars: alternate Wednesdays 10.00 am - 12.00 noon
Venue: OK406 Wood Seminar Room

Names and contact details

Course Coordinator: Associate Professor Kate Hunter
Room No: OK417
Phone: 463.6763
Email: kate.hunter@vuw.ac.nz
Office hours: drop in or email to make an appointment

Communication of additional information

Additional information will be communicated in seminars and by email.

Prescription

This course explores the relationships between people and environments and landscapes, both 'natural' (a concept we will debate) as in the case of terrain encountered by travellers and explorers, and 'man-made', such as battlefields, farms and gardens. The main focus of the readings and research will be the effects of landscapes of New Zealand, other settler cultures (Australia, US and Canada) on those who inhabited and travelled through them, as well as the effects of 'foreign' landscapes on travellers from the Antipodes.

Course content

This course is informed by American historian Richard White's assertion that, '[n]o new land, no new place is ever *terra incognita*. It always arrives to the eye fully stocked with expectations, fears, rumors, desires and meanings. And even as discoverers claim new knowledge from direct and unmediated experience with nature, history intervenes, filtering and imposing meaning on their experiences in the natural world.' (Richard White, 'Discovering Nature in North America', *J of American History*, vol.79, no.3, Dec 1992, p.874.) Seminar topics include: changing colonial landscapes; rivers and waterways; ice (Antarctica and the Arctic); battlefields as landscapes; gardens and forests.

Course learning objectives (CLOs)

By the end of HIST 422, students passing the course should be able to:

1. Develop familiarity with a range of sources including, but beyond written documents, such as maps, photographs, vegetation and remnant bush, seed catalogues and advertising, manuals and advice columns, log books, oral histories and interviews;
2. Develop familiarity with the subjects, questions and methods of environmental historians, 'nature writers', rural historians and social historians
3. Complete a major piece of research, managing the project with confidence from proposal stage through to completion.

Teaching format

HIST 422 is run as a series of two-hour seminars that meet on average fortnightly across the year.

Mandatory course requirements

To gain a pass in this course, in addition to achieving an overall grade of 50%, each student must submit the written work specified for this course, on or by the specified dates (subject to such provisions as are agreed for late submission of work)

Workload

The total number of hours of work expected for this course is 300 hours. Students should therefore expect to allocate their time during teaching terms as follows:

- 24 hours for attendance at fortnightly seminars
- four hours a week (or eight hours a fortnight) reading and taking notes in preparation for the fortnightly seminars, and
- 180 hours divided between four assignments, allocated proportionately to the grade percentage, e.g. around 70 hours for the research essay which is worth 40% of the total grade.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Source exercise 1200-1500 words	20%	1,2	5 May, 5.00 pm
2	Essay proposal 1500 words	15%	1,2,3	30 May
3	Research essay 4000-5000 words	40%	1,2,3	22 August
4	Book review 1500 words	25%	2	6 October

Due dates may be re-negotiated to fit in around other Honours schedules but please do this earlier rather than later in the year.

REMINDER: please retain a hard copy of your assignments as back-up. This is especially important in your Honours year.

More detail:

Source exercise (1,200-1,500 words; worth 20% of final grade)

Documentary (written) sources are only one way of understanding changes to land. In this exercise you need to choose another type of source (see suggestions below) and explore how this type of source depicts or records changes to and relationships with land. The format for this assignment is flexible but please adhere to usual conventions including bibliography.

Some suggestions for sources:

- Photographs, painting & prints, illustrations (you can do this by genre, collection or by location, eg: photos of farming, the Wildlife Service collection, or drawings and photos of the Orongorongo River valley)
- Home movies or official films held at the Film Archive
- Ephemera – posters, postcards, brochures, sports shop/ equipment catalogues, nursery catalogues
- Guide books, historical brochures for walks, tramps, cycle touring, tourist literature etc
- Trophies from fishing or hunting
- Domestic goods, clothing or furnishings, for eg: bone-handled cutlery or fur coats
- Maps
- Commemorative objects or souvenirs (your aunt may have an enormous collection of souvenir teaspoons)

Questions to explore:

- **Key Question:** How might the object contribute to what we know of people's relationships to and definitions of nature?
- What landscape is depicted in your chosen source (pastoral, bush, improved landscape, tame or wild, dangerous, exotic, native, domesticated, orderly etc etc)?
- What does the object itself tell you? Eg: guidebook small enough to put in a pocket? Teaspoon or souvenir linked to a particular kind of collecting or interior?
- Is there a 'scientific' motive behind the collection, especially in the case of those created by govt departments?
- How does the object reflect technology – printing, photography, the development of garden chemicals?
- What does the source tell you about tourism?

Some secondary readings will be suggested as you choose your objects, but some readings might include:

John MacKenzie, 'Empires of Travel: British Guide Books and Cultural Imperialism in the 19th and 20th Centuries' in John K Walton (ed), *Histories of Tourism: Representation, Identity & Conflict*, Clevedon, 2005.

Sarah Barber and Corinna Peniston-Bird (eds), *History beyond the text: a student's guide to approaching alternative sources*, Routledge, London, 2009.

Lou Taylor, 'Object Lesson – "To attract the attention of fish as little as possible": An object-led discussion of three garments, for country wear for women, made of Scottish woollen cloth, dating from 1883-1908', *Textile History*, 38, 1, May 2007, 92-105.

Jane R. Camerini, 'Evolution, Biogeography, and Maps: An Early History of Wallace's Line' *Isis*, Vol. 84, No. 4 (Dec., 1993), pp. 700-727 (available on JSTOR)

Robert Peden, *Making Sheep Country*, AUP, Auckland, 2011, chapter 5 uses historical photographs for his discussion of fencing.

Due: 5 May

Grading criteria:

- Evidence of thoughtful and imaginative consideration of the source
- Exploration of the key question
- Written expression, referencing techniques, conventions of the discipline generally

Essay proposal, including annotated bibliography and assessment of primary source material (1,500 words; worth 15% of final grade)

The proposal for your research essay should include:

1. A precise essay question including a statement of argument (to what extent..., discuss, how significant..., how central was..., compare and contrast..., do you agree?) not simply descriptive statements (how..., in what ways..., why..., what caused...)
2. A statement about the issue or question which you intend to explore. You should relate this to work that has already been published in the area you are exploring (i.e., you should attempt to explain why the question is of historical interest, and the historiographical context into which it fits).
3. An annotated bibliography listing the main primary sources for your research, and the main relevant secondary sources.
4. A 600-750 word assessment of the main types of primary sources you intend to use, be they oral histories, diaries, letters, catalogues, magazines etc etc, reflecting on advantages (what they reveal) and disadvantages (what they obscure, how they are limited).

Due: 30 May

Research essay (4,000-5,000 words; worth 40% of final grade)

Main grading criteria:

- Answering the question in a logical, well argued essay reflecting the length of time dedicated to this assessment task in this course
- Exploration of the significant historiographical literature
- Effective use of primary and secondary evidence
- Written expression, use of the conventions of the discipline

Due: no later than 22 August

Book Review (1,500 words; worth 25% of final grade)

For your final assignment, choose one book you have come across in your research or during the course, read it, and review it in the light of your accumulated knowledge of the literature and historiography in this area.

Grading criteria:

- The extent to which your accumulated knowledge in the course allows you to now critique the literature, making mature judgements about others' work
- Your ability to summarise the essence of an argument
- Succinct writing, clear expression

Due no later than 6 October

Leading seminars: *I would like each student to volunteer to lead a seminar. This is not an assessed task, rather one that promotes collective responsibility and collegiality. To be discussed in the first class.*

Submission and return of work

Assignments should be submitted in hard copy through the office essay drop-off point, Old Kirk Room 405 together with completed cover sheet which is available on Blackboard and/or from the office.

Assignments will be returned in seminars or by appointment with the course coordinator.

Extensions and penalties

Honours students are expected to manage their workloads sufficiently to submit assignments on time. If you have any problems please see your course coordinator as soon as possible, or the Honours Coordinators, or the Head of Programme.

There are no penalties for the course other than the mandatory course requirements.

Set texts

Copies of seminar readings will be provided by the coordinator a fortnight in advance of each seminar and may be collected from the History Programme office. A small photocopying fee of \$15 will be levied by the History Programme (arrangements for payment will be advised in Week One).

Recommended reading

To become familiar with environmental historians and their work, you might want to listen to a few episodes of Nature's Past: <http://niche-canada.org/naturespast/>. There are now 40 episodes in this series run by graduate students at University of British Columbia. Useful books include:

Tom Griffiths & Libby Robin (eds), *Ecology & Empire: Environmental Histories of Settler Societies*, Keele University Press, Edinburgh, 1997;
William Beinhardt & Lottie Hughes, *Environment & Empire*, OUP, Oxford, 2007;
Eric Pawson & Tom Brooking (eds), *Environmental Histories of New Zealand*, OUP, Auckland, 2002 or 2013 editions.

Useful Journals:

Environment & History
Environmental History

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the Honours orientation on 24 February.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

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

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