

HIST 489 Research Project Student Guide 2024



History Programme

School of History, Philosophy, Political Science, and International Relations
Te Kura Aro Whakamuri, Rapunga Whakaaro, Matai Tōrangapū me te Ao

Overview

The HIST 489 Research Project—a 10,000-word essay—gives students the chance to pursue their own research topic with guidance and support from a faculty member as supervisor. Students gain experience with high-level historical research, managing an independent project, and producing an extended piece of written work. Supervisors help students with historiography, research methods, essay structure, and managing the project. Whether students pursue historical research at the advanced postgraduate level or embark on professional careers outside academia, the History Programme believes that the skills they acquire writing their 489 essays will remain relevant throughout their professional careers.

HIST 489 is a compulsory research essay undertaken in the completion of a BA (Hons) degree. The topic is devised principally by the student under the guidance of the History Programme staff member

Key dates

19 February	HIST 489 orientation and proposal guidance (12.10-1pm)
26 February	HIST 489 proposals due 2pm (email to arini.loader@vuw.ac.nz)
1 March	Arini will email you feedback on your 489 proposal and identify your designated supervisor/s
31 May	HIST 489 research essay progress report due 2pm (email to arini.loader@vuw.ac.nz and your supervisor/s)
19–20 July	HIST 489 seminar presentations
9 September	HIST 489 research essay draft due 2pm (email to arini.loader@vuw.ac.nz and your supervisor/s)
4 October	HIST 489 final research essay due 5pm

Students undertaking a HIST 489 Research Essay should be able to: undertake a self-directed piece of research of 10,000 words (ideally, to the standard of a quality, peer-reviewed article); base their research on a wide reading of primary and/or secondary sources; develop a solid and historically informed topic based on their research; and advance a historically defensible argument about that research as it relates to existing historiography

Honours Coordinator 2024

Arini Loader is the Honours Coordinator for 2024



arini.loader@vuw.ac.nz

+64 4 463 5564

OK (Old Kirk Building) Rm 426

Gate 2, Kelburn Parade

Te Whanganui-a-Tara Wellington

Aotearoa New Zealand

Email me if you have any questions or queries

Workshops

Workshops for 489 students will take place weekly in the first trimester on Fridays 2:10-4pm in OK406.

Further information about the HIST 489 workshop schedule will be posted and circulated February 2024.

The first meeting for History Honours students in 2021 will be held on **Monday 19 February, from 12.10-1pm** in Wood Seminar Room, OK 406. This meeting will provide a last round of advice on preparing your HIST 489 proposal and general organisational information regarding Honours.



HIST 489 Research Essay Proposal

A HIST 489 proposal should demonstrate to the History Programme that the student has a viable topic for 10,000-word research essay; has identified appropriate and accessible sources; and has thought about the questions to be asked and the research method to be adopted for a project to be completed between February and October.

Students are strongly advised to consider their research topics as soon as they enrol for BA (Honours). Students should select a subject of research interest, locating relevant primary and secondary sources on their own initiative, or working from the list of suggested topics in the History Honours Student Guide 2024.

After students have developed an idea, they should consult with a History Programme staff member, who may make further suggestions as to scope, sources, time limits and relevant secondary literature. Some students find it useful to discuss potential topics at the end of their third year or over the summer break with staff members whose areas of research and courses they have previously encountered. The goal is to give your topic a good focus. Subjects that are too ambitious, or too general, do not work well as HIST 489 projects, so avoid broad topics such as 'New Zealand Rugby in the Twentieth Century' or 'German Racism since 1800'. A list of recently completed HIST 489 Research Essays is available in the History Office.

Students who want to conduct interviews, surveys or questionnaires must obtain human ethics approval by Victoria University's Human Ethics Committee (HEC). HEC approval may take up to three weeks. For further information and the relevant forms, see: <https://www.victoria.ac.nz/research/support/ethics/human-ethics>

Research proposals are due Monday 26 February at 2pm (hand in print copy at History office OK 405 and email a copy to the Honours Coordinators). Students will learn whether their topic has been approved by Friday 1 March. If the History Research Committee believes that a proposed topic is not viable, students will be asked to submit a second proposal. Typically, proposals are either accepted or rejected; resubmissions are allowed only in exceptional circumstances.

Proposal Guidelines

PROPOSALS SHOULD CONTAIN THE FOLLOWING:

1. A working title for the essay. For now, pick something short and informative, rather than catchy: you can change it later.
2. A statement about the issue or question which the essay intends to explore. Students should relate their topic to work that has already been published, explaining why the question is of historical interest.
3. A bibliography listing the main primary sources and the relevant secondary sources, both works the student has already read and material the student considers important for conducting future research.

The History Programme does not specify a precise format or word length for 489 Research Proposals. Most are between 8 and 15 double-spaced pages and range from 2000-4000 words (this often includes a sizeable bibliography). Some students write an outline with bullet points; others write formal mini essays complete with footnotes. You may find it helpful to follow the structure below:

- 1) Title
- 2) Background
Describe the background to your project. What have historians said about your topic? What is the intellectual justification for this project?
- 3) Aim and Scope
What exactly does your essay aim to do? What are the essay's parameters and why have you set those parameters? What are your research questions?
- 4) Methodology
How will you answer your research questions? What sources will you use? How will you analyse them?
- 5) Structure
How will your essay be organised? What will each section consider?
- 6) Plan/Timetable
What are your milestones? By when do you hope to have completed your primary research?
- 7) Bibliography

For several sample proposals see the appendix to this guide.

Supervision

Each HIST 489 essay will be supervised by at least one History staff member. Students meet regularly with their supervisor during the year. Students should approach members of staff with relevant expertise, but the History Programme decides the final allocation of 489 supervisors.

Students should maintain regular contact with their supervisor throughout the year. Initially, the Programme recommends fortnightly meetings. Meetings enable the supervisor to monitor the student's progress and resolve any difficulties in a timely manner. Students may discuss problems with sources, essay structure, and argument with their supervisor. Students who have problems with their essay, or with the supervision process, may also contact the Honours Coordinator.

Students usually find it more difficult to confine their topic to manageable proportions than to select a topic in the first place. Students may get carried away while conducting primary source research and gather far more material than they can use in the HIST 489. Supervisors can provide perspective on research material, helping students focus on the main themes of their argument.

Finally, students may find that their focus shifts or evolves as their research progresses. Thesis topics routinely shift, and students should not feel obligated to stick rigidly with their first suggestion. Students should, however, discuss all new developments with their supervisor to ensure that their thesis does not lose focus.

Progress Report

On **31 May** students must submit a progress report to their supervisor demonstrating that they have made progress researching and/or writing their 489 thesis. Students may submit a draft of their thesis introduction, if available. Email your report to arini.loader@vuw.ac.nz and your supervisor/s.

INSTRUCTIONS FOR WRITING A PROGRESS REPORT

The Progress Report should be about 3000 words or 10 pages (double-spaced typed, pages numbered), and contain the following:

1. A statement of progress about the student's research to date, particularly discussing any changes to the student's research focus.
2. A timeline for the students' research and writing for the period until the seminar presentations in July.
3. An updated bibliography.

History does not specify a precise format for progress reports. Students should consult with their supervisor about the content and format of their reports.

Work-in-Progress Seminar Presentations

On **19-20 July** Honours students present their research in seminar format (dates and times will be confirmed closer to the time). Students give a twenty-minute talk about their work-in-progress to staff and other History Honours students. The format of the seminar resembles that of a formal academic conference.

Students often find that giving a summary of their research helps them to write their 489 research essay by providing an opportunity for them to concentrate on their main argument. The seminar also provides students with feedback from their peers. Finally, it gives students experience in public speaking.

The presentation should communicate the purpose of the student's research. Students should highlight main research themes and describe their most important sources. Students should not present all their primary source data in detail; they should summarize provisional findings. Students may also discuss any difficulties or surprises that arose in their research. Students may speak extemporaneously, but many prepare hand-outs and most use PowerPoint. The 489 workshops will give further guidance about how to present research in academic fora.



The First Draft

Students are required to present a first draft of their 489 thesis to their supervisor. Supervisors and students negotiate the date between themselves. The draft must be completed **no later than 9 September** and may be submitted earlier; students and supervisors should discuss a mutually agreeable time. Students should provide both an electronic and paper copy. The supervisor will make comments on the draft and meet with the student as appropriate. The first draft is not marked, but students should present as full a draft as possible. The process of drafting and revision is central to a major research project. Organising material, sharpening the argument, checking and making consistent citations in footnotes and bibliography and polishing expression are all important stages in the development of a major research essay.

HIST 489 Research Essays should be around 10,000 words, approximately 40 pages of double-spaced typing, excluding footnotes and bibliography.

The Final Essay

On **4 October** (by 5pm) students must present **two ring-bound paper copies** of their final 489 Research Essays to the History Office **and send an electronic file** to the arini.loader@vuw.ac.nz and their supervisor/s. One paper copy will be retained for History's library and the other will be returned to the student after the essay has been marked. Students will be notified by email when the examined copies are ready for collection.

Research essays count for 25% of the Honours degree, i.e. the equivalent of one full paper. All 489 essays will be examined by the student's supervisor and a second history staff member. Some research essays will also be sent to another university for external assessment.

Formatting the Final Essay

The presentation of your HIST489 research essay will be considered by those examining and assessing it. The style sheet below provides guidance as to format, and it is important that you are consistent in your format. Examiners will be intolerant of basic spelling, grammatical and typographical mistakes.

1. Your essay should be typed, using a legible 12-point font size and either single-and-a-half or double-spaced on either one or both sides of A4 sized paper. Remember to leave an adequate left margin for binding.
2. Use footnotes rather than endnotes. Single-space your notes and use a legible 10- or 11-point font size.
3. The copies presented for examination have the title, author's name, and year on the front cover. A hard cover is not necessary and various inexpensive forms of binding are available.
4. Your introduction begins on page **1**. Prefatory material, such as a table of contents or acknowledgements, should be numbered using Roman numerals i, ii, iii, iv, etc. Microsoft Word allows you to paginate sections differently. Choose Page Layout on the menu, and then select Breaks > Section Break > Next page. Avoid a page number on your front cover.
5. It is important that you **cite references accurately**. This is a core requirement of good scholarship, and examiners will penalise you for inaccurate quotations and incorrect citations in footnotes and in the bibliography. It is easiest to check the accuracy of quotations and references **as** you take notes. The source material may not be readily at hand when you prepare your final draft. Ensure your spelling and level of presentation is up to standard.
6. Careful proof-reading of the completed essay is most important. Remember that it is your name on the cover. The final product is your responsibility.
7. There is some flexibility in the way you can cite references and compose bibliographies. History's *Writing History Essays*, used for undergraduate teaching, provides a good starting point for documenting your essay. In addition, the following Style Sheet provides guidance on some formats not normally required in undergraduate work. Use the following format unless you have a strong preference for some other standard form, or if your supervisor has strong views on these matters.

Style Sheet

Format

Your research essay may be in the form of an article, with appropriate sub-sections, or may be a smaller form of an MA thesis with chapters. In both cases you should give some guide to the contents of the essay, which should include:

- Contents page
- List of abbreviations
- List of illustrations, tables, graphs (if included)
- Introduction, conclusion, and chapters (if appropriate)
- Bibliography

Consult *Writing History Essays* for:

- Quotations
- References and Footnotes
- Abbreviated Footnotes

Dates

In the text and footnotes use '28 February 1772' rather than 'February 28th 1772' or other forms.

Proper names

You do not normally use 'Mr' or 'Mrs.' On first mention, give full names or initials, for example John Smith or J. Smith; thereafter surname only is sufficient, provided there is no confusion between people with the same surname. Where the author (particularly of primary documents) is referred to only as Mrs Hatfield, the use of titles is usual.

Abbreviations

Frequently used sources can be abbreviated in footnotes e.g., *NZPD* or *AJHR*. Unless the research essay contains a list of abbreviations, cite the source in full on first usage, indicating the abbreviated form at the end of the title. Note that there are no full stops and that in these cases, the abbreviations are underlined or italicised because they refer to publications. Other common abbreviations are used for libraries. For example, the Alexander Turnbull Library is ATL, Hocken Library is Hocken. Familiarise yourself with such standard forms. Your supervisor can assist you.

You should list abbreviations at the beginning of your essay.

Other commonly cited sources

New Zealand Parliamentary Debates

Abbreviate, give volume, year, and page reference. The name of the speaker can be added if it is not clear from the text:

NZPD, 86 (1894), p. 294 (W.H. Smith).

Appendices to the Journal of the House of Representatives

Give title of paper (if not obvious from text), abbreviate *Appendices...*, give year, also session if more than one, paper number, and page:

Annual Report, Department of Labour, *AJHR*, 1894 (S.2), H. 13, pp. 21-22.

Newspapers

Give title, date, and page:

New Zealand Herald, 8 March 1938, p. 6.

Theses

Give author, title of thesis in inverted commas, type of thesis, location, date, page number:

Derek Clear, 'J.B. Bury's philosophy of history', MA thesis, Victoria University of Wellington, 2000, p.54.

Archival/manuscript sources

These are often hard to standardise, but in general you should give the writer (and if it is not obvious the type of document - letter, journal, diary etc.), date, collection, location. Normally you should not use inverted commas or underlining:

Mary Hobhouse to Eliza Hobhouse, 22 September 1859, Edmund Hobhouse MS-Papers-414, ATL.

Bibliography

Consistency of style is also important here. The bibliography should include **all** works cited in the text and footnotes, as well as other works that have provided important background information for you. It is a common mistake for some works cited in footnotes to be omitted from the bibliography. Books and articles should be listed in alphabetical order using the same format as you use for a first footnote reference **except** that the author's last name should **precede** first names or initials. For example:

Macdonald, Charlotte, *A Woman of Good Character: Single Women as Immigrant Settlers in Nineteenth-Century New Zealand*, Wellington, 1990.

It is difficult to lay down similar rules for official published and/or archival sources. Just use your common sense. For example, if you have used ten years of the *AJHR* it is not necessary to itemise **every** paper or report. In this case 'AJHR, 1890-1900' would be sufficient. It would be quite unacceptable, though, to list a general reference to 'National Archives, 1930-1940'. Discuss these matters with your supervisor. The organisation of your bibliography will depend on the nature of your source material. The following is suggested as a guide. Again, you should discuss these matters with your supervisor or consult *Writing History Essays*.

Primary Sources (this is material usually written by observers or participants)

- unpublished (such as letters, journals, diaries, and similar archival material)
- official published (such as Parliamentary debates)
- newspapers, journals, magazines
- other published material (pamphlets, lectures, addresses, books)

Secondary Sources (material written by non-participants well after the events)

- Books
- Articles
- Theses

Only list electronic materials in a separate category signaled as 'websites' or 'electronic' if the items do not fall into any of the above categories. When citing electronic sources give a stable URL where at all possible (and a 'Doi' for journal articles and e-book formats).

Assessment

THE CRITERIA FOR ASSESSING THE HIST 489 RESEARCH ESSAY ARE:

- The ability to develop and sustain an original piece of research over two trimesters.
- The ability to undertake relevant bibliographical research and demonstrate an understanding of relevant secondary works, including books, articles, internet sources, etc.
- The ability to formulate and address an historical question, to identify and interpret sufficient relevant evidence, and to generate clear conclusions.
- The capacity to place any primary sources in a historiographical context.
- The ability to present the results of historical research essay in clear prose, and.
- The ability to apply the conventions of historical scholarship accurately and consistently. Specifically, students must properly attribute quotations; citations, data, figures, or images; and construct a bibliography.

Note that there is no strict mathematical correlation between these criteria and HIST 489 final marks. Essays will be assessed as a coherent whole, not by assigning weighted marks to individual criteria.

Appendix A

Sample 1 HIST 489 Research Essay Proposal

Working Title

'Naval impressment in the late 18th century English legal system'

Background/Topic

British naval impressment, the coerced recruitment of seamen into the Royal Navy, was a major part of maritime life in the British Atlantic world of the 18th and early 19th century. With Britain at war approximately one in every two years between 1690 and 1815, the Royal Navy required increasingly vast numbers of skilled seamen to man its ships.¹ Between the outbreak of the War of Jenkin's Ear, and the defeat of Napoleon, the number of men serving in the Royal navy increased more than sixfold, rising from just 23,000 in 1739, to 145,000 in 1815.² After enslaved Africans, impressed seamen made up the single largest group of coerced labourers in the eighteenth century Atlantic.³ While historians have extensively debated the precise proportion of impressed men as compared to volunteers in the Georgian Royal Navy, none have denied the enormous cultural, social and political significance of the practice to the 18th and early 19th century British Atlantic.

It is no surprise therefore, that naval impressment has been the subject of considerable scholarly attention. Most of that attention has however examined the practice from a few limited angles. British naval historians have largely approached the subject from an administrative point of view,

¹ Nicholas Rodgers, *The Press Gang: Naval Impressment and its opponents in Georgian Britain* (London: Continuum, 2007), 5.

² At 6.

³ Denver Brunsman, *The Evil Necessity: British Naval Impressment in the Eighteenth-Century Atlantic World* (Charlottesville: University of Virginia Press, 2013), 7.

exploring how impressment operated in the context of the Royal Navy's "manning problem", and how it provided men for the navy.⁴ These historians have debated extensively the precise proportion of impressed men in the Georgian navy, revealing that the Royal Navy did not primarily man its fleet through impressment. Social and cultural historians have instead focused on its symbolic value, addressing how it affected British Atlantic maritime societies. [OB] They argue that even if in sheer numbers its scale was lesser than previously thought, the practice weighed heavily on the minds of maritime communities and was fiercely opposed. American historians have focused on the role opposition to impressment played in the growing anti-British sentiment before the American Revolution.

Few historians have thoroughly examined the dizzying legal implications of impressment in Georgian Britain. While historians have discussed the legal status of impressment, such discussions have largely served as a prelude to an inquiry into the navy's manning problem, foreclosing rather than opening a discussion into how the law was used to support and resist impressment. English courts repeatedly endorsed the Crown's right to coerce sailors into its service, but they still required press officers to comply with due process, and Parliament created numerous statutory exemptions and limitations to impressment. By the mid 18th century, impressment had become a ripe source of litigation, during the American and French revolutionary wars alone, over 700 writs of *habeas corpus* were issued in favour of impressed seamen.⁵ In my preliminary research, I have found numerous primary sources on the legal implications of impressment, but remarkably little secondary literature on the topic. Entering my sixth year at Victoria University, having studied both law and history, I believe my legal skills and interests make me ideally suited to approach impressment from this angle.

Aim and Scope

With my essay I aim to examine the legal underpinnings and parameters of British naval impressment, and how the English legal system was used to evade and resist impressment. My essay will focus on the second half of the 18th century, with particular regard to the period from the

⁴ J. Ross Dancy (2017) Poseidon's Curse: British naval impressment and Atlantic origins of the American Revolution, *The Mariner's Mirror* 103, no.4 (Nov 2017): 475.

⁵ Rodgers, 34.

beginning of the Seven Years' War to the end of the American Revolutionary War. I have chosen these questions as most discussions of the law of impressment have dealt with its legal and constitutional basis in a cursory manner, perhaps briefly mentioning the key cases and statutes, but without interrogating their context and meaning. Similarly, while many historians have written about the opposition to impressment, discussion has largely focused on physical altercations between press gangs and maritime communities, and desertion in the Royal Navy. Little has been written on the use of legal instruments and processes to resist impressment. My choice of time period is largely a product of the period from which I can find the greatest wealth of primary sources. In my research so far, I have found the greatest number of sources from the mid 1750s to 1780s, so the precise period of my focus may shift if further research reveals more sources from earlier or later periods. Although my research will not venture beyond the Napoleonic period, or prior to the 1730s.

Methodology

I intend to rely primarily on online databases of legal sources from 18th century Britain. Legal sources fortunately tend to be well documented and relatively easily available online. In my preliminary research I have relied heavily on the online legal database *HeinOnline*, which contains extensive digitized collections of King's Bench and Crown Court decisions dating back to the mid 14th century. I have also used *The making of Modern Law: Trials, 1600-1926* to research trials relating to impressment from the 18th century. I also intend to use the UK Parliamentary Archives to research key pieces of legislation relating to impressment, and debates or papers that could shed light upon that legislation. Using google books I have managed to find some contemporary commentary on the law of impressment, such as *On the Legality of Impressment*, by Charles Butler.

In reading these primary sources, I will bring to bear both legal and historical frames of analysis. Reading these cases and legislation as historical sources, I will address what they say about the people and institutions that created these rules and decision, and how they reflect social and cultural views at the time. But I will also analyse them from a legal perspective, examining what they say about the law and the legal system of the time.

Secondary literature will also play an important role in my research. I will rely on what legal research has been done on impressment by other historians, but the larger body of secondary

literature will provide crucial social, military and political context for my primary research. To understand how the legal system was used to resist impressment, I will need to understand what other forms that resistance took. Understanding the political and military context of impressment, and the navy's vast appetite for seamen, will be vital for understanding how the courts dealt with impressment cases.

Structure

I will divide my essay into multiple parts, both for ease of reading and providing clarity to my own ideas. Besides the introduction and conclusion, my current plan is to begin with a segment outlining the constitutional and legal basis for impressment, examining how the practice was legally justified in an 18th century Britain that prided itself on its libertarian constitutional traditions. The second two segments and bulk of the essay will examine how the legal system was used to evade and resist impressment. The first of these two segments will address the exemptions and due process requirements of impressment, looking at how individual seamen, merchant shipowners and political patrons used these requirements to secure the release of impressed seamen. The second segment will address use of writs to secure the release of impressed sailors. It will particularly focus on how wealthy litigants used *habeas corpus*, a writ requiring a detained person be brought before a court and released unless lawful grounds for their detention can be shown, to barrage the court system with claims for the release of impressed seamen.

Timetable

As I am taking HIST429 History of Migration in trimester two, I intend to frontload the work on my 489 essay to some degree. For the next month I will continue to research, take notes and flesh out the structure of my essay. I will need to talk to the library about interloaning some books and articles, or as Dr Steve Behrendt mentioned in a discussion with him, purchasing some books. I will do this within the next few weeks. I then intend to begin writing the essay, with a view to producing a completed draft before the beginning trimester two. I intend to meet in person with my supervisor at least monthly, and remain in regular email contact with them.

Preliminary Bibliography

Primary Sources

Cases

Rex v Broadfoot (1743) English Reports Full Reprint Vol. 168 - Crown Cases (1743-1865).

Rex v Tubbs (1776) English Reports Full Reprint Vol. 98 - King's Bench (1378-1865).

Goldswain's Case (1778) English Reports Full Reprint Vol. 96 - King's Bench (1378-1865).

The Apprentice's Case (1779) English Reports Full Reprint Vol. 168 - Crown Cases (1743-1865).

Fox, ex parte (1793) English Reports Full Reprint Vol. 101 - King's Bench (1378-1865).

Lansdowne, ex parte (1804) English Reports Full Reprint Vol. 102 - King's Bench (1378-1865).

Boggin, ex parte (1811) English Reports Full Reprint Vol. 104 King's Bench (1378-1865).

Pole v Harrobin (1812) English Reports Full Reprint Vol. 103 - King's Bench (1378-1865).

Books / Pamphlets

Adams, John. *The Inadmissible Principles of the King of England's Proclamation of October 16th, 1807 Considered*. Boston, 1809.

Butler, Charles. *An Essay on the Legality of Impressing Seamen*. London, 1777.

Carey, Henry. *The Press-Gang: or, Love in Low-Life*. London, 1755.

Green, Thomas. *A Discourse on the Impressing of the Mariner; wherein Judge Foster's argument is considered and answered*. London, 1777.

Nauticus. *The Rights of the Sailors Vindicated*. London, 1772.

Oglethorpe, James. *The Sailor's Advocate*. London, 1728.

Spaven, Williams. *The Seaman's Narrative*. Louth, 1796.

Secondary Sources

Books

Bromley, J.S. *The manning of the Royal Navy: Selected public pamphlets, 1693-1873*. London: Navy Records Society, 1974.

Brunsmann, Denver. *The Evil Necessity: British Naval Impressment in the Eighteenth-Century Atlantic World*. Charlottesville: University of Virginia Press, 2013.

Dancy, J. Ross. *The Myth of the Press Gang: Volunteers, Impressment and the Naval Manpower Problem in the Late Eighteenth Century*. Suffolk: Boydell & Brewer, 2015.

Ennis, Daniel James. *Enter the Press-gang: Naval Impressment in Eighteenth-century British Literature*. Newark: University of Delaware Press, 2002.

Hutchinson, J.R. *The Press Gang Afloat and Ashore*. London, 1914.

Lewis, Michael. *A Social History of the Navy, 1793-1815*. London: Chatham Publishing, 1960.

Linebaugh, Peter, and Marcus Rediker. *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Boston: Beacon Press, 2000.

Lloyd, Christopher. *The British Seaman: 1200-1860, A Social Survey*. London: Collins, 1968.

Magra, Christopher P. *Poseidon's Curse: British naval impressment and the Atlantic origins of the American Revolution*. Cambridge: Cambridge University Press, 2016.

Rodger, N.A.M. *The Wooden World: An Anatomy of the Georgian Navy*. New York: W. W. Norton & Company, 1986.

Rogers, Nicholas. *The Press Gang: Naval Impressment and its opponents in Georgian Britain*. London: Continuum, 2007.

Articles

Brunsmann, Denver. "Men of War: British Sailors and the Impressment Paradox." *Journal of Early Modern History* 14, No. 2 (March 2010): 9-44.

Brunsmann, Denver. "Subjects vs. Citizens: Impressment and Identity in the Anglo-American Atlantic." *Journal of the Early Republic* 30, No. 4 (Winter 2010): 557-586.

Costello, Kevin. "Habeas Corpus and Military and Naval Impressment, 1756–1816." *The Journal of Legal History* 29, No. 2 (August 2008): 215-251.

Ennis, Daniel James. "Naval Impressment in Tobias Smollet's 'Roderick Random.'" *Albion: A Quarterly Journal Concerned with British Studies* 32, No. 2 (Summer 2000): 232-247.

Gradish, Stephen F. "The Manning of the British Navy during the Seven Years' War." *Royal*

Historical Society Studies in History, No. 21 (1980): 235-262.

Hamilton, Archibald. "A Treatise on Impressing" *Irish Jurist* 117, No. 8 (1973): 117-142.

Palmer, A.J. "An Empire of Liberty's Evil Necessity: Naval Impressment and the Nature of the Eighteenth-Century British Empire." *The Eighteenth Century* 58 (2017): 265-270.

Woods, J.A. "The City of London and Impressment 1777-8." *Proceedings of the Leeds Philosophical and Literary Society* 7, (1956)

Ritcheson, Charles R. "Thomas Pinckney's London Mission, 1792-1796, and the Impressment Issue." *The International History Review* 2, No. 4 (October 1980): 523-542.

Rogers, Nicholas. "British Impressment and its Discontents." *International Journal of Maritime History* 30, No. 1 (February 2018): 52-73.

Steel, Anthony. "Anthony Merry and the Anglo-American Dispute about Impressment, 1803-6" *The Cambridge Historical Journal* 9, No. 3 (1949): 331-351.

Appendix A

Sample 2 HIST 489 Research Essay Proposal

Working title: Women's Suffrage and Political Engagement in Napier c.1890-1900.

Background

In the years following the success of the women's suffrage campaign in New Zealand, several contemporary accounts emerged which detailed the progression of the movement as a whole.⁶ The campaign as a national phenomenon has, in recent decades, been addressed by a number of scholars with several focusing on the dogged efforts of women's organisations around the country to generate support in the early 1890s. The Women's Christian Temperance Union (WCTU) and local Women's Franchise Leagues have, understandably, drawn much attention in this regard. While a number of biographies of prominent figures have emerged, despite the magnitude of their collective influence on the New Zealand political sphere, the signatories of the 1893 women's suffrage petition have attracted comparatively little attention from historians.

A number of works have illustrated the inherent value in assessing New Zealand's female suffrage narrative at the local level.⁷ Linda Moore's assessment of the impact of gender on Canterbury electoral patterns assessed the local influence of the women's vote in

⁶ Kate Sheppard, 'How the Women of New Zealand Won the Franchise', *Franchise Report for 1893 of the New Zealand Women's Christian Temperance Union*, (Invercargill: Ward, Wilson & Co., 1893); Anna Stout, *Woman Suffrage in New Zealand*, (London: The Women's Press, Lincoln's Inn House, Kingsway, 1913); William Sidney Smith, *Outlines of the Women's Franchise Movement in New Zealand*, (Christchurch: Whitcombe & Tombs, 1905); William Pember Reeves and John A. Cockburn, *The Working of Women's Suffrage in New Zealand and South Australia: Speeches*, (London: National Union of Women's Suffrage Societies, 1897).

⁷ Kirsten Thomlinson, "'We the Undersigned': An Analysis of the Signatories to the 1893 Women's Suffrage Petition from Southern Dunedin", MA thesis, University of Otago, 2001; Rosemarie Smith, *The Ladies are at it Again!: Gore Debates the Women's Franchise*, (Wellington: Women's Studies, Victoria University of Wellington, 1993); Linda Moore, 'Gender Counts: Women and Electoral Politics, 1893-1919', MA thesis, University of Canterbury, 2004; Linda Moore, 'Was Gender a Factor in Voter Participation at New Zealand Elections?', in Miles Fairburn and Erik Olssen (eds.), *Class, Gender and the Vote: Historical Perspectives from New Zealand*, (Dunedin: Otago University Press, 2005), pp.129-142.

1893.⁸ Rosemarie Smith's 1993 analysis of the franchise debates in Gore highlighted the local incarnations of issues which influenced the call for suffrage at the national level.⁹ Victoria Upton's 1992 honours essay assessed the campaign for women's suffrage in Hawke's Bay, highlighting the work of the local branch of the WCTU and the Napier Women's Franchise League.¹⁰ These three studies provide a sound foundation for further research along this line.

Thus far, however, only Kirsten Thomlinson's significant study of the South Dunedin signatories of the 1893 petition has sought to examine the potential of the document itself as a starting point for analysing female political engagement.¹¹ Her analysis also provides a valuable insight into the lives of the signatories themselves, highlighting the significant influence which personal pressures and the local social context had on individual women's decisions to support, or oppose, the franchise movement. In addition, Thomlinson sought to assess the characteristics of those who went on to register to vote once the franchise had been won, assessing, particularly, the factors which set them apart from those who chose not to engage further politically.

Local analyses which seek to assess the perceived universality of national trends and examine the social idiosyncrasies which influenced patterns of female political engagement in particular regions have, therefore, proven valuable. The Napier branch of the WCTU, established by visiting temperance campaigner Mary Leavitt on 11 June 1885, had engaged first of all in the campaign to abolish barmaids, and successfully obtained 800 signatures from a population of just over 7'500.¹² By the time the first national WCTU meeting was held in Wellington on 23 February 1886 it was reported that the Napier branch had twenty-nine 'working' members.¹³ Upton has also noted that the impact of the Union on the 1891 and 1892 campaigns to gather signatures in support of women's suffrage was pronounced, noting that by 1893 the signatures obtained from Hawke's Bay alone accounted for

⁸ Moore, 'Gender Counts: Women and Electoral Politics, 1893-1919'.

⁹ Smith, *The Ladies are at it Again!: Gore Debates the Women's Franchise*.

¹⁰ Victoria Upton, 'Women's Suffrage in Hawkes Bay 1885-1893', BA(Hons) research essay, Victoria University of Wellington, 1992.

¹¹ Thomlinson, "'We the Undersigned'".

¹² New Zealand Women's Christian Temperance Union, 'Convention Minutes – National', 1886, TAPUHI, Ref: 79-057-09/12, Alexander Turnbull Library (ATL); Statistics New Zealand, 'Population of Boroughs', in *Report on the Results of a Census of the Colony, 1891*.

¹³ New Zealand Women's Christian Temperance Union, 'Convention Minutes – National', 1886, TAPUHI, Ref: 79-057-09/12, Alexander Turnbull Library (ATL).

approximately 10% of the national petition.¹⁴ Despite contemporary evidence that Napier, and Hawke's Bay more generally, was an established site of female-led activism, while Upton's study provides a sound foundation, little attention has subsequently been paid to the political engagement of the women of the region after the vote had been won.¹⁵

Aim and scope

This research will aim to address a gap in the current literature on women's suffrage by assessing the political engagement of the women of Napier, and their position in the national narrative, in greater depth. Taking a sample of women who signed the 1893 suffrage petition, and utilising the 1892 precursor and the electoral rolls for 1893 and 1896, I aim to shed some light on the progression and consistency of political engagement exhibited by Napier's female population in the 1890s. Supplementing these official documents with local archival sources, I hope to be able to draw some conclusions about the specific facets of the suffrage campaign at the national level that resounded greatest with the local population. In doing so, I will be able to compare the patterns with those identified in Dunedin by Thomlinson to draw some conclusions about the universality (or lack thereof) of suffrage intentions and motivations.

Utilising the minute books of the WCTU national conventions, there is potential to assess the influence that the local campaign in Napier had on a national scale and vice versa. Identifying key individuals involved at the national level will add critical context to the localised assessment of the selected petition sheets, better placing the local campaign and its key proponents within the national context. Such an analysis may also seek to assess the contemporary significance on Napier as a centre of suffrage activism and female political engagement in the 1890s.

In addition, as the petitions themselves serve as two of the major primary sources, I hope to be able to offer some analysis of the use of petitioning as both a political and social tool. On the whole, the success of the women's suffrage campaign relied principally on the connections and engagement of individual women across the country at the local level. Various methods were used in order to canvass support and gather signatures and the varying

¹⁴ Upton, 'Women's Suffrage in Hawke's Bay', p.16.

¹⁵ Upton, 'Women's Suffrage in Hawke's Bay'.

success of these methods can be used to shed some light on the social climate from which they emerged.

Finally, in assessing the continued political engagement of the North Napier sample, I hope to both provide a more detailed assessment of female political activity in Napier specifically and analyse the extent to which the success of the suffrage campaign influenced continued engagement at the community level. This analysis will allow me to examine the perception of the suffrage victory as a flashpoint and prototypical example of New Zealand female political consciousness in the late nineteenth century.

Key Components and Methodology

- A brief assessment of the suffrage campaign in Napier, placing the local campaign within the national context (based on secondary literature and primary material provided by local newspaper collections and WCTU minute books). Aiming to assess the extent to which Napier was a national centre of suffrage activism and how this may have influenced levels of political engagement post-1893.
- Assessment of the population of North Napier at the group level, comparison to national trends and standards. This will enable me to undertake an assessment of the localised context of the sample and assess how the signatories may have compared demographically to the wider national population. Identifying group-level trends will allow me to assess social factors which may have motivated the women of Napier to sign the 1893 petition. (Based on the census reports of 1886 and 1891).
- A close assessment of connections within the 1893 sample, assessing links to particular political groups (i.e., the Napier branch of the WCTU) and local institutions (i.e., educational, religious etc.). This will provide a more individualised assessment of potential motivators (based on local archives i.e., school and church records).
- An assessment of the consistency of women's political engagement in North Napier in the 1890s and discussion of noteworthy patterns (matching the 1893 sample against the 1892 suffrage petition signatories and the 1893 and 1896 electoral rolls). It will also be beneficial to include a comparison with the South Dunedin sample to examine what this can tell us about the nature of the suffrage campaigns in these two localities and how this compares to the perception of the national movement.

Timetable

The first week will need to be spent selecting my sample and compiling the basic information available for each individual from the four primary documents in an excel spreadsheet. This should not take too long as all these documents are available and searchable digitally. However, as the manner in which signatories signed the 1893 petition was not standardised, I may need to utilise other sources, such as the indexes to the national marriage and birth registers, in order to trace some individuals. I will also need to research the accessibility of further local archival sources. Once this has been completed, I will devote the next month or so to identifying and analysing any noteworthy patterns using the WCTU minutes, local newspaper collections and archival sources available. I anticipate that this component will take the greatest amount of time. Adhering to this timetable will enable me to ensure that I am on track to meet the deadlines for each of the course requirements.

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c) Napier/Hawke's Bay Newspaper Collections

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Established in 1871 in order to provide a more liberal take on the issues of land ownership and advocate for the break-up of large land blocks in Hawke's Bay. Daily publication, editions from 1881-1901 are available online.

The Hawke's Bay Herald

Established in 1857 by Sir Donald McLean to advocate for the provincial separation of Hawke's Bay from Wellington. Became a daily paper in 1871 when the more liberal *Daily Telegraph* was established. Editions from 1857-1904 are available online.

The Poverty Bay Herald

Established in Gisborne by the owners of *The Hawke's Bay Herald* in partnership with a number of others in 1874. Daily publication, editions from 1879-1939 are available online. Provides a semi-external perspective of the Napier suffrage movement.

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Appendix A

Sample 3 HIST 489 Research Essay Proposal

Working Title

Honour, Steadfastness and Martyrdom? Masculinities in Palestinian Nationalism, 1967 to 2005

Background

The general consensus amongst historians is that post-1967 Palestinian nationalism underwent three distinct phases. The first was the emergence of the Palestine Liberation Organisation (PLO), which was led by Yasser Arafat. The PLO's period of dominance in Palestinian nationalism was characterised by guerrilla resistance, often involving small-scale attacks on Israeli targets. The PLO felt a keen desire to unite all Palestinians, many of whom had migrated outside of the former British controlled Palestinian Mandate as a result of the *al-Nakba* refugee crisis, in forging a distinct Palestinian identity. The PLO's era of dominance in Palestinian nationalism was a product of the pre-eminence of exiled Palestinians. Arafat himself grew up in Egypt and spoke with an Egyptian accent.

In the "occupied territories", Gaza and the West Bank, nationalism took a different form. This nationalist movement embraced *sumud*, or "steadfastness". The occupied Palestinian projected their *sumud* by remaining on their land at all costs, despite Israeli pressure, and continuing to build institutions such as universities.¹⁶ The idea of *sumud* celebrated a stubborn refusal to admit defeat. It valued endurance, rather than conflict. Rashid Khalidi has

¹⁶ Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History*, (Cambridge, MA and London: Harvard University Press, 2003), pp.243, 282.

described it as reconstructing “failure as triumph”.¹⁷ For this reason, those who remained were often stigmatised as allowing humiliation to take hold.¹⁸ Yet events soon transformed nationalism in the occupied territories.

The events which caused the First Intifada were complex. It suffices to say for now that overwhelming discontent amongst occupied Palestinians led to a dramatic repudiation of *sumud*. Passivity was achieving nothing. Active resistance was deemed necessary. The defining feature of the First Intifada: the “child of the stone”. Emerging out of an increased awareness amongst Palestinians that they could not defeat Israel with military might, the Intifada - meaning a “shaking off” – saw ordinary Palestinians challenge the Israeli armed forces by more humble means. Most popularly, children would throw stones at Israeli forces, including their tanks. In many ways, the Intifada represented a generational change from the steadfastness of the older generation to the armed struggle of the new. Indeed, the youth, or *Shabab*, did not even fear death. Martyrdom was celebrated. While this had been a continual feature of Palestinian nationalism, it now took on greater importance as now a child could be a martyr.

In further popularising this image, a new group emerged: Hamas. An Islamic organisation, it seized upon the growing tide of Islamic nationalist discourse to become a genuine leader of the Palestinian nationalist movement, competing with the PLO. Symbolising Hamas’ cohabitation at the top with PLO, its leader Sheikh Ahmad Yasin became known as the spiritual father of the nation.¹⁹ The Palestinian nationalist movement now embraced an Islamic discourse of resistance.

Hamas became a more dominant figure after the First Intifada and certainly during the al-Aqsa Intifada, which began in 2000. During this period, the martyr archetype became further

¹⁷ Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, (New York: Columbia University Press, 1997), p.195.

¹⁸ Kimmerling and Migdal, *The Palestinian People*, pp.266, 282.

¹⁹ Loren D. Lyborger, *Identity and Religion in Palestine: The Struggle Between Islamism and Secularism in the Occupied Territories*, (Princeton and Oxford: Princeton University Press, 2007), p.229.

entrenched, as did the *rajul al-din*, or man of religion. Perhaps this explains the development of a new martyr: “the *shahid* who was willing to lay down his life through suicide bombings”.²⁰ The al-Aqsa Intifada was a drastic alteration of the state of play. Palestine had gained semi-autonomy via the Oslo Accords in 1993, creating a Palestinian National Authority (PA) to govern the Gaza Strip and parts of the West Bank. Yet this was not sufficient for many Palestinians, and a second Intifada ensued. The key difference between the two intifadas was that the second advocated the use of firearms and explosives, rather than stones.²¹ Moreover, the al-Aqsa Intifada entrenched the differences between the PA and Hamas, as well as between the West Bank and Gaza, with the PA in charge of the West Bank and Hamas in charge of Gaza.

Aim and Scope

My essay seeks to frame the recent history of Palestinian nationalism within the theoretical realm of masculinity. I will be investigating how Palestinians perceived the ideal man from 1967 to 2005. The finished paper will no doubt focus on a more specific facet or time period, but for now it suffices to restrict the scope of the essay to this period. I have selected 1967 to 2005 for two reasons. Firstly, the nationalist movement amongst Palestinians was not organised in a way which would be conducive to broad analysis until the late 1960’s, for it was really the Six-Day War in 1967 which provoked a keen desire for mass political organisation and action amongst occupied and diaspora Palestinians. Specifically, the Palestine Liberation Organisation (PLO) did not emerge as a credible leader of the nationalist struggle until the aftermath of the Six-Day War. Secondly, I have restricted the time frame to end at 2005 because that is when Palestinian President Mahmoud Abbas and Israeli Prime Minister Ariel Sharon agreed to a ceasefire, ending the al-Aqsa Intifada. I do not believe this time frame is unnecessarily contrived. Rather, it allows me to focus on a particular period of time during which the bulk of nationalist activity occurred.

²⁰ Kimmerling and Migdal, *The Palestinian People*, p.395.

²¹ *Ibid*, p.393.

I wish to challenge the current trains of thought on recent issues, for it seems there is more to this topic than political pronouncements and the PLO and Hamas' machismo. In so doing, I wish to ask the following questions as I conduct my research:

- Were there nonviolent representations of masculinity in Palestinian nationalism, or was it restricted to the warrior and martyr archetypes?
- How did Palestinian nationalism view the role of the father and, accordingly, that of the son? Specifically, were the images of Yasser Arafat and Sheikh Yasin of Hamas, as "fathers of the nation", distinct from those of ordinary fathers?
- How were brothers expected to act? Both brothers as siblings and as comrades. What about sisters?
- How did male honour and virility project itself, in view of the PLO's vision of the "rape" of the motherland?
- To what extent was the *rajul al-din*, "man of religion", a masculine archetype?
- How were the children of the First Intifada perceived in a masculine context? Were they praised for their manly bravery, or for their innocence?
- How do the works on national masculinities shed light on Palestinian nationalism? How does the Palestinian context differ from Western masculinities?
- Were female nationalists, such as Hanan Ashrawi and Leila Khalid, exceptions which reinforced masculine archetypes or challenged them?

Methodology

This essay is a work of cultural history. It seeks to explore the minds of Palestinians to discover how they conceived of the ideal man. For this to work, I will need to explore sources beyond simply political documents. Such documents are crucial for my endeavours, as they are public expressions of nationalist thought. However, they only speak for the political elite and the leaders of the resistance movements. By undertaking a more cultural framework of research, I will be looking for national archetypes and symbols, national imaginations, fears and desires, reflecting on how they signify masculine tropes. In practice, this will involve me analysing memoirs, novels, poetry and images to find expressions of masculinity and how they are viewed by the author.

Structure

I plan to begin the essay with discussions of nationalist theory, followed by a brief foray into masculinity scholarship and archetypes, providing a theoretical background to the essay before embarking on discussing the substance of the sources.

I then aim to discuss the following masculine archetypes:

The first is warrior masculinities, exemplified by the *fedayeen*, a guerrilla fighter inspired by peasant iconography and the 1936 to 1939 Arab Revolt, and embraced by the PLO. Baruch Kimmerling and Joel Migdal describe the *fedayeen* as a “modern metamorphosis of the holy warrior.”²² The heroic figure of the *fedayeen* was celebrated and mythologised. As a result, it projected the ideal of a man who would fight for his people’s *al-‘awda*, or right to return to their land.

Another warrior archetype was the martyr. Specifically, here, I wish to look at how the martyr ideal changed over time, focusing on the two Intifadas. The First Intifada embraced the “child of the stone”, projecting an image of innocence confronting death, whereas by the al-Aqsa Intifada the martyr was a religious figure, choosing martyrdom out of religious fervour. At the beginning of the First Intifada, a new heroic masculine archetype was emerging. Rather than an armed warrior who donned the guise of a traditional peasant, this new hero was young and innocent, armed only with a stone, yet willing to die for the cause. He did not feel inferior to the Israeli tank.²³ Later, a martyr came to mean a religious warrior willing to die for the principles of Islam.

I then wish to discuss the importance of fathers. Joseph Massad has discussed the implications of the PLO’s high watermark period of leadership on masculinity. Massad’s central argument is the PLO envisaged Palestine as an innocent woman whom the Israelis had

²² Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History*, (Cambridge, MA and London: Harvard University Press, 2003), p.243.

²³ Kimmerling and Migdal, *The Palestinian People*, p.297.

“raped”.²⁴ The “motherland” had thus lost her honour. As a result, Palestinian women had lost their ability to produce “legitimate” Palestinian offspring. To regain his virility, the Palestinian man must prove his worth by fighting for the return of his and his family’s land.²⁵

In view of this, the PLO declared in the Palestinian National Charter that Palestinian identity is “a genuine, inherent and eternal trait and is transmitted from fathers to sons.”²⁶ Therefore, the PLO saw the father-son relationship as the fundamental transaction which produced Palestinian identity. This emphasis on reproductive rights perhaps explains Arafat’s image as the “father of the nation”. My cultural research will hopefully shed light on how ordinary fathers projected nationalism, particularly onto their sons. Moreover, I will investigate how the role of the father was portrayed in nationalist discourse. For example, the image of Muhammad al-Durra, a young boy who was killed by Israeli gunfire during the al-Aqsa Intifada, shown in the arms of his father, was and still is widely distributed as a nationalist symbol against Israeli occupation.²⁷

I will move on to discuss *sumud*, particularly in how it challenged the PLO’s conception of masculinity. If a man could remain a nationalist by staying put in his homeland, then there was no need for romanticising a warrior who was prepared to sacrifice his life.²⁸ This seems to be a very different archetype, emphasising the passive over the active, survival over the possibility of dying in conflict. Once again, I foresee my cultural sources as being of particular benefit to this discussion, for family roles will likely be an important point of debate in analysing how a man may be a nationalist by being “steadfast” and refusing to leave his homeland.

My final archetype will be the man of religion. I predict that this will focus largely on Hamas and Sheikh Yasin, given Hamas’ influence on Palestinian nationalism towards the end of the

²⁴ Joseph Massad, “Conceiving the Masculine: Gender and Palestinian Nationalism”, *Middle East Journal*, Vol.49, No.3, Summer, 1995, pp.467-483, pp.470-471.

²⁵ Lyborger, *Identity and Religion in Palestine*, p.177.

²⁶ Walter Lacquer and Barry Rubin eds., *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th ed., (London: Penguin, 2008), p.117.

²⁷ Laleh Khalili, “Virtual Nation: Palestinian Cyberculture in Lebanese Camps”, in Rebecca L. Stein and Ted Swedenburg eds., *Palestine, Israel, and the Politics of Popular Culture*, (Durham and London: Duke University Press, 2005), pp.133,137.

²⁸ *Ibid*, pp.272, 282.

twentieth century and into the twenty first. Hamas' emergence led to a generational transformation. The new generation saw *jihad* as a spiritual struggle, not just nationalistic, and compared their struggle to that of the Prophet Muhammad in battling with "the unjust Israelis."²⁹ Sheikh Yasin embodied this archetype, for he not only embraced the child of the stone aspect of the Intifada, he also directly challenged the Israeli authorities by non-violent means, including praying in public and giving the call to prayer past curfew.³⁰ As a result, here was an ideal to which one could aspire. A man could display nationalist credentials by praying in the streets, by performing not just as a Palestinian but as a Muslim.

Other issues will likely be included, such as the involvement of women. For instance, what about Hanan Ahrabi's role as spokesperson for the PLO since the 1990's? And what about the female *fedayeen* in the early days of the resistance movement? Are they simply exceptions to the rule, or has Palestinian nationalism projected more varied and inclusive gender archetypes than assumed?

My concluding chapter will seek to tie all of these threads together, answering the questions I have stated above and offering conclusions on what masculinities in Palestinian nationalism actually were.

Plan/Timetable

I aim to finish my primary source research by the end of April, moving on to writing the paper by the beginning of May. This is not a strict demarcation, as I will be writing passages on my findings as I research. I believe fortnightly meetings with Dr Maxwell will be sufficient to ensure my project is focused and theoretically consistent.

My first draft will be finished by the end of the first trimester, upon Dr Maxwell's advice and my own wish to spend the second trimester redrafting rather than continuing with a first draft. Additionally, my first draft will be accompanied by a progress report, which will focus not only on the substance of my research but the methodological difficulties I have encountered.

²⁹ Lyborger, *Identity and Religion in Palestine*, pp.102, 150.

³⁰ *Ibid*, pp.174-175.

My next milestone will be the seminar presentation on 26-27 July. I aim to prepare a power-point presentation on my summary research findings, as well as to discuss any difficulties I have encountered during the research process. I believe completing a first draft prior to the presentation will give me a good platform upon which to summarise my findings and to reflect on the research process.

Throughout the second trimester, I aim to write at least two more drafts for Dr Maxwell and myself to review, ensuring that the final product is carefully considered.

Finally, my finished paper will be complete and ready to submit by the due date, 11 October.

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Primary

I am unable to read Arabic. Therefore, my ability to find sources is restricted to those which are available in English. However, there is a broad range of sources in English, all of which involve direct statements from Palestinians. Such sources include newspaper articles, which not only include journalists' observations but also interviews with Palestinians themselves; memoirs written by people who were either involved in the nationalist struggle or who experienced or witnessed key events; political documents, such as the Palestinian National Charter and the Hamas Charter, as well as speeches by political leaders; and, finally, novels, short stories, poetry, and interviews with authors, all of which offer cultural perspectives on masculinities and nationalism amongst Palestinians.

Newspaper Journalism

I will research three newspaper archives, all from the period 1967 until 2005, with the occasional use of other newspapers, most notably the *Guardian*. Due to the limits of space, I will not list every article I have found in this proposal. Rather, I will offer the collection and examples from each.

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Stetler, Russell ed., *Palestine: The Arab-Israeli Conflict: A Ramparts Press Reader*, (San Francisco: Ramparts Press, 1972)

Tenenbom, Tuvia, *Catch the Jew!* (Jerusalem and New York: Gefen Publishing, 2015)

Political Documents

Laqueur, Walter and Rubin, Barry eds., *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th ed., (London: Penguin, 2008)

Laqueur and Rubin's reader includes many important political documents, such as the Palestinian National Charter, Yasser Arafat's famous speech to the United Nations Security Council in 1974, and the Hamas Charter. These documents will provide me with the important background to Palestinian nationalist discourse, with certain insights into how important groups saw the ideal nationalist man.

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Ashrawi, Hanan, *This Side of Peace: A Personal Account*, (New York: Simon and Schuster, 1995)

Barghouti, Mourid, *I Saw Ramallah*, Translated by Ahdaf Soueif, (New York: Anchor Books, 2000)

Barghouti's memoir recounts his return to Palestine in 1996, many decades after his exile to Lebanon, Egypt, and Hungary. Most pertinent to my research are his reflections on the relationships he has with his family, including his son and his late brother. These family relationships are framed within the context of what it means to be a Palestinian, and how each individual projects his nationalism.

Baroud, Ramzy, *My Father Was a Freedom Fighter: Gaza's Untold Story*, (London and New York: Pluto Press, 2010)

Chayut, Noam, *The Girl Who Stole My Holocaust: A Memoir*, Translated by Tal Haran, (London and New York: Verso, 2010)

Chayut is a former Israeli Defence Force (IDF) member who wrote this memoir out of a sense of horror at what he and his comrades had been required to do over the years. The title comes from his epiphany in confronting a Palestinian child, whose bravery in the face of a military intrusion into her house made Chayut lose his own sense of victimhood. His comments on Palestinians give an external perspective on masculine archetypes, as viewed by Israelis.

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Hawa, Raymonda, Tawil, *My Home, My Prison*, (London: Zed, 1983)

Khaled, Leila, *My People Shall Live: The Autobiography of a Revolutionary*, (London: Hodder and Stoughton, 1973)

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Kanafani, Ghassan, *Palestine's Children: Returning To Haifa and Other Stories*, (Boulder and London: Lynne Rienner Publishers, 2000)

Kashua, Sayed, *Dancing Arabs*, (New York: Grove Press, 2004)

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Khoury, Elias, *Gate of the Sun*, Translated by Humphrey Davies, (London: Vintage, 2005)

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Mosse, George, *The Image of Man: The Creation of Modern Masculinity*, (New York and Oxford: Oxford University Press, 1996)

Mosse's influential work analyses the masculine tropes which influenced modern Europe. His study will offer me a key theoretical background to my interpretations of Palestinian national masculinities. There are obviously concerns around this work being focused on European masculinities and whether that may obscure certain cultural differences, such as devotion to Islam. However, I will seek to include in my research alternative theories of masculinity, especially postcolonial and "third world" masculinities. As an aside, my preliminary research has found many continuities between Palestinian national masculinities and European masculinities, though I do expect differences to appear.

Mosse, George, *Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe*, (Madison, WI and London: University of Wisconsin Press, 1985)

Özkirimli, Umut, *Theories of Nationalism: A Critical Introduction*, 3rd ed., (London: Palgrave, 2017)

Parker, Andrew, Russo, Mary, Summer, Doris and Yaeger, Patricia eds., *Nationalisms and Sexualities*, (New York: Routledge, 1992)

Pateman, Carole, *The Disorder of Women: Democracy, Feminism and Political Theory*, (Stanford: Stanford University Press, 1989)

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Theweleit, Klaus, *Male Fantasies: Women, Floods, Bodies, History*, Translated by Chris Turner, Stephen Conway and Erica Carter, (Minneapolis: University of Minnesota Press, 1987)

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- Lyborger, Loren D., *Identity and Religion in Palestine: The Struggle Between Islamism and Secularism in the Occupied Territories*, (Princeton and Oxford: Princeton University Press, 2007)
- Mishal, Shaul and Sela, Avraham, *The Palestinian Hamas: Vision, Violence, and Coexistence*, (New York: Columbia University Press, 2000)
- Oliver, Anne Marie and Steinberg, Paul F., *The Road to Martyr's Square: A Journey into the World of the Suicide Bomber*, (New York: Oxford University Press, 2006)
- Peretz, Don, *Intifada: The Palestinian Uprising*, (Boulder and London: Westview Press, 1990)
- Peteet, Julie, *Gender in Crisis: Women and the Palestinian Resistance Movement*, (New York: Columbia University Press, 1991)
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- Awad, Mubarak and Hubers, Paul, "Nonviolence in the Intifada: Long-term Costs and Values", *Peace Research*, vol.25, no.3, August 1993, pp.61-70
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