**SNAPSHOTS: NEW ZEALAND CULTURAL HISTORY**

**HISTORY 352**

**COURSE GUIDE 2015**

Welcome to History 352, a course about the ways New Zealand and New Zealand culture have been understood from colonial times to the present. The lecturer, tutor, and course co-ordinator for History 352 is Felicity Barnes. Please don’t hesitate to make contact if you have any questions about the course.

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**COURSE OBJECTIVES**

### Stage III: General Objectives

Stage III courses are, for some students, a culmination of their formal study of history, and for others a preparation for further study at postgraduate level. Both kinds of students have an opportunity to select from a wide variety of topics, to study these in depth, appreciate the historiographical debates surrounding them, and to examine the methodologies applied. In most instances staff teaching their specialties and using findings from their research achieves this. Students are encouraged to formulate problems and questions and, wherever possible, to locate primary and secondary sources. You will be encouraged to enter the world we have lost or worlds that are, to varying degrees, strange or exotic.

We hope that Stage III History courses will whet the appetite for more history, at BA(Hons) level and beyond. For those not advancing in History we hope Stage III courses will encourage an abiding intellectual curiosity as well as a range of written and verbal skills that can be applied usefully in many fields.

**Objectives For This Course**

This course explores changing ideas about New Zealand and New Zealand culture from colonial times to the present. It does this by studying subjects such as the iconography of the nation, and also by examining historical debates on issues such as cultural colonization and nationalism.

The course has several aims:

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| --- | --- |
| • | To introduce you to the cultural history of New Zealand and New Zealanders |
| • | To familiarize you with some of the major themes and debates in the historiography and encourage you to participate in those debates. |
| • | To further refine your ability to gather relevant information and evidence, formulate hypotheses and present logically coherent arguments, both verbally in class and in essay form. |
|  | To prepare you for post graduatehistory study |

**WORKLOAD EXPECTATIONS**

The University of Auckland expects students enrolled in 15 point courses to spend 150 hours on the course (c.10 hours a week). This includes attendance in class, preparation for tutorials and time spent on coursework.

**COURSEWORK REQUIREMENTS**

This course is 100% internally assessed. The assessment is made up of:

**1. Tutorial attendance and participation: 10%**

**2. Theme essay:**

This essay will be marked in two parts :

**1) Annotated Essay Bibliography: 15%**

Due 4pm Monday 3 April

**2) Theme Essay: 30%**

2000 words, due 4 pm Tuesday 1 May.

**3. Overview essay: 45%**

2000 words, due 4 p.m. Monday 12 June

You must complete all work in order to pass the course. Please attach a copy of the Department of History’s cover sheet to the front of each piece of coursework. Cover sheets can be downloaded from the department’s website ([www.arts.auckland.ac.nz/his](http://www.arts.auckland.ac.nz/his)).

Hard copies of assignments must be handed in at the Arts Student Centre. Electronic versions of your work must also be submitted using Turnitin.com Written work will not be marked until both hard and electronic copies have been submitted.

Please note due dates for assignments are **Mondays.** Extensions will only be considered in advance of the due date. We encourage you to get in touch with us if you are experiencing any difficulties with your course work. Departmental penalties for late work will otherwise apply.

**CLASS TIMES and LOCATIONS**

 **LECTURES: :Monday 4-5pm**

 **(Science 303-101 - 403)**

 **Tuesday 4-5pm**

 **(Conference Centre, Rm 423-342)**

 **TUTORIAL: Wednesday 3-4pm**

**(Arts 1206-202)**

**Thursday 2-3**

**(OGG 260-319)**

**LECTURE PROGRAMME**

6 March: Introduction: The Cultural Turn and New Zealand History

**THEME 1: CULTURE AND COLONY**

7 March: Empire, Colony, Culture

13 March: Making New Zealand: Maps, Names, and Surveys

14 March: At Home in New Zealand: Domesticating Space

20 March: Holidays at Home: Early Tourism

21 March: Beaches and Baches

**THEME 2: HIGH CULTURE, LOW CULTURE?**

27 March: From Vaudeville to Radio

28 March: Big Screens, Little Screens

3 April: Television in New Zealand

**THEME 3: BODIES**

4 April: The Missionary Position

10 April: Beautiful Bodies

11 April: Sturdy Blokes and Other Bods?

**Mid Semester Break: Friday 14 April – Sunday 30 April**

**THEME 4: COMMEMORATIONS AND CELEBRATIONS**

1 May: High Days and Holidays

2 May: Waitangi Day

8 May: Anzac Day

9 May: Centennials and Exhibitions

**THEME 5: COMMERCIAL CULTURES**

15 May: The Rural Myth

16 May: Consumers not Producers?

22 May: Let’s Go Shopping!

**THEME 6: THE ROLE OF THE CITY**

23 May: Nineteenth Century Urban Society

29 May: Changing Cities

30 May: London as New Zealand City

**5 June – No Lecture – Queens Birthday**:

6 June: Conclusions

**Study break/Exams: Friday 9 June – Monday 3 Julye**

**TUTORIAL PROGRAMME**

You must attend one tutorial per week. There are no tutorials in the first week of lectures.

To prepare for each tutorial you are required to do the set readings, all of which are in this guide. They cover a wide range of sources commonly used by historians. To help you think about the reading, questions have been set for the first tutorial. **For following tutorials, each class member will provide a written question**, **emailed** **to the lecturer on the Monday before tutorial.**

**Tips:**  In general, when reading history you should be thinking about who wrote this and when, what is their main hypothesis or argument (as distinct from just the narrative content of the piece), and what is your critical response to the work. Are you convinced by the argument? If so, why? If not, why not? Is their evidence compelling? Are there other sources they could have used, or other interpretations they could have placed on the material? How do the primary documents impact on your reading of the secondary source?

**Week 1:**

No tutorials this week.

**Week 2: At Home in New Zealand**

Reading: Peter Gibbons, ‘Cultural Colonisation and National Identity’, *New Zealand Journal of History*, 36, 1, 2002, pp.5–17.

Questions: What is ‘cultural colonization’? What makes Gibbons’ approach different for the ‘quest for nationhood’ approach common in New Zealand history.

**Week 3: Tourism at Home and Abroad**

Reading: Felicity Barnes, ‘New Zealand’s London’, *New Zealand’s London: A Colony and its Metropolis*, 25, 3, 1999, pp.14-40.

Alan Mulgan, *Home: A New Zealander’s Adventure*, London 1927, pp.23-35.

**Week 4: Media**

Reading: Patrick Day, ‘American Popular Culture and New Zealand Broadcasting: The Reception of Early Radio Serials’, *Journal of Popular Culture*, 30, 1, 1996, pp.203–214.

Peter Hoar, ‘Weddings Rugby and Royalty: The Reign of Radio between the Wars in New Zealand’, in ‘Hearing the World: Audio Technologies and Listening in New Zealand, 1879-1939’, PhD. Thesis, University of Auckland, 2012, pp.223-256.

**Week 5: Bodies**

Reading: Pat Moloney, ‘Shameless Tahitians and Modest Maori: Constructing the Sexuality of Pacific Peoples, ‘in Allison Kirkman and Pat Moloney eds, *Sexuality Down Under: Social and Historical Perspectives*, Dunedin, 2005, pp.29-46.

**Week 6: Holidays**

Reading: Helen Robinson, ‘Making a New Zealand Day: The Creation and Context of a National Holiday’, *New Zealand Journal of History*, 46, 1, 2012, pp.37–51.

**Week 7: Exhibitions**

Reading: Conal McCarthy, ‘“Colonialism’s Culture”, 1865-1913”, in *Exhibiting Maori: A History of Colonial Cultures of Display*, Wellington, 2007, pp.13-60.

**Week 8: The Rural Myth**

Reading: Miles Fairburn, ‘The Rural Myth and the New Urban Frontier: An Approach to New Zealand Social History, 1870–1940’, *New Zealand Journal of History*, 9, 1, 1975, pp.3–21.

Reading: Felicity Barnes, ‘Britain’s Farm: Empire Marketing At Home’, in Peter Alsop and Gary Stewart eds., *Promoting Prosperity: The Art of Early New Zealand Advertising,* Nelson, 2013,pp.76-81.

**Week 9: Consumers not Producers**

Reading: Chris Brickell, ‘The Politics of Post War Consumer Culture’, *New Zealand Journal of History*, 40, 2, 2006, pp.133-155.

**Week 10: Changing Cities**

Reading: David Hamer, ‘Antipodean Patterns of Urban Development, in *New Towns in the New World: Images and Perceptions of the Nineteenth century Urban Frontier,* New York, 1990, pp.139-62.

**Week 11: Urban Society**

Reading: Caroline Daley, ‘Modernity, Consumption and Leisure’, in Giselle Byrnes ed., *New Oxford History of New Zealand*, South Melbourne, 2009,pp. 423-446.

**Week 12: Conclusions**

There is no reading this week. Please come prepared to discuss the course and your overview essay.

 **ESSAY TOPICS**

**Write a 2000 word essay on one of the following:**

**1. Travel and Tourism:** .

Should tourism be considered a process of cultural colonisation? Focus your essay around one contemporary primary source (unpublished travel diary, published travelogue, guide book), either on New Zealand or written by a New Zealand traveller.

2. **Bodies**

New Zealand masculinity has often been associated with ‘good keen men’. Does the history of bodies support this idea?

**3. Media:**

Is New Zealand’s media history best understood as national or transnational?

**Bibliography due 3 April, essay due 1 May.**

**OVERVIEW ESSAY**

Due Date: Monday 12 June, 4 p.m.

**Write a 2000 word essay on the following:**

How has ‘the nation’ shaped our cultural history? Refer to at least three course themes.

**GENERAL READINGS AND SOURCES**

**General New Zealand Histories:**

Belich James, *Making Peoples*, Auckland, 1996

Belich, James, *Paradise Reforged*, Auckland, 2001.

Byrnes, Giselle, *The New Oxford History of New Zealand,* South Melbourne, 2009.

Rice, Geoffrey W., ed., *The Oxford History of New Zealand*, second edn, Auckland, 1992.

Sinclair, Keith, ed., *The Oxford Illustrated History of New Zealand*, Auckland, 1990

**New Zealand Cultural History:**

Barnes, Felicity, *New Zealand’s London: A Colony and Its Metropolis*, Auckland, 2012.

Ballantyne, Tony, *Webs of Empire*: *Locating New Zealand’s Colonial Past*, Wellington, 2012.

Daley, Caroline, *Leisure & Pleasure: Reshaping & Revealing the New Zealand Body 1900­–1960*, Auckland, 2003.

Dalley, Bronwyn, *Living in the Twentieth Century: New Zealand History in Photography, 1900-1980*, Wellington, 2000.

Dalley, Bronwyn and Bronwyn Labrum, *Fragments: New Zealand Social & Cultural History*, Auckland, 2000.

Dalley, Bronwyn and Gavin McLean, eds, *Frontier of Dreams: The Story of New Zealand*, Auckland, 2005.

Fairburn, Miles, *The Ideal Society and its Enemies: The Foundation of Modern New Zealand Society, 1850-1900*, Auckland, 1989.

Gibbons, Peter, ‘Cultural Colonization and National Identity’, *New Zealand Journal of History*, The University of Auckland, 36, 1 (2002), pp.5–17.

Gibbons, Peter, ‘The Far Side of the Search for Identity: Reconsidering New Zealand History’, *New Zealand Journal of History*, The University of Auckland, 37, 1 (2003), pp.38–49.

Hilliard, Chris. ‘Colonial Culture and the Province of Cultural History’, *New Zealand Journal of History*, The University of Auckland, 36, 1 (2002), pp.82–97.

Novitz, David and Bill Willmott, eds, *Culture and Identity in New Zealand*, Wellington, 1989.

Phillips, Jock, *A Man's Country? The Image of the Pakeha Male - A History*, revised edn, Auckland, 1996.

Phillips, Jock , ‘Of Verandahs and Fish and Chips and Footie on a Saturday Afternoon’, *NZJH*, 24, 2, 1990, pp.118-134.

Sinclair, Keith, *A Destiny Apart: New Zealand's Search for National Identity*, Wellington, 1986.

**Useful texts providing an overview of Cultural History:**

Green, Anna, *Cultural History*, Basingstoke, 2008

Halttunen, Karen ed., *A Companion to American Cultural History*, Malden, Oxford, Victoria, 2008.

Harvey, Karen ed., *History and Material Culture: A Student’s Guide to Approaching Alternative Sources*, Oxon and New York, 2009.

## Web Sites

[www.dnzb.govt.nz](http://www.nzdb.govt.nz/) (online version of the *New Zealand Dictionary of Biography*)

[www.nzetc.org](http://www.nzetc.org/) (New Zealand Electronic Text Centre, an online archive of texts and heritage materials).

[www.nzhistory.net.nz](http://www.nzhistory.net.nz/) (main umbrella website for NZ history sites)

[www.teara.govt.nz](http://www.teara.co.nz/) (online encyclopedia of NZ)

**DEPARTMENT OF HISTORY GRADE DESCRIPTORS**

**A: Excellent (80–100)**

Work based on wide reading (properly acknowledged through footnotes and bibliography, if required for the task) that shows excellent knowledge and understanding of the subject matter. Work offers a well-constructed argument and clear grasp of the major issues. It observes the conventions of prose style appropriate to the writing of academic history. Outstanding pieces of work also exhibit independent and creative thinking and individual flair in expressing complex ideas.

**B: Good/Competent (65–79)**

Work which is clearly structured and where the well-supported argument leads to a logical conclusion. The work is based on adequate reading (properly acknowledged through footnotes and bibliography, if required for the task) and a good to strong grasp of the major issues raised in the readings. Its meaning is generally expressed through clear prose.

**C: Satisfactory (50–64)**

Work which shows a reasonable knowledge of the subject matter and attempts to answer the question but displays one or more of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

**D: Fail (0–49)**

Work displays serious failings in one or more of the following: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

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**PLAGIARISM WARNING NOTICE**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework and examinations as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. For further information see Guidelines: Conduct of Coursework (<http://www.auckland.ac.nz/uoa/about/teaching/plagiarism>).

Students’ assessed work will be reviewed against electronic source material using computerized detection mechanisms. Students therefore will be required to provide an electronic version of their work for computerized review.

***Copyright Information For Readings Included in this Course Guide***

**Journal Articles**

Brickell,Chris, ‘The Politics of Post War Consumer Culture’, New Zealand Journal of History, 40, 2, 2006, pp.133-155. Publisher: The University of Auckland. ISSN: 0028–8322.

Day, Patrick, ‘American Popular Culture and New Zealand Broadcasting: The Reception of Early Radio Serials’, *Journal of Popular Culture*, 30, 1 (1996), pp.203–214. Publisher: Popular Press, Michigan State University, East Lansing, Michigan 48824, USA. ISSN: 0022–3840.

Fairburn, Miles, ‘The Rural Myth and the New Urban Frontier: An Approach to New Zealand Social History, 1870-1940’, *New Zealand Journal of History*, 9, 1 (1975), pp.3–21. Publisher: The University of Auckland. ISSN: 0028–8322.

Gibbons, Peter ‘Cultural Colonization and National Identity’, *New Zealand Journal of History*, 36, 1 (2002), pp.5–17. Publisher: The University of Auckland. ISSN: 0028–8322.

Robinson, Helen , ‘Making a New Zealand Day: The Creation and Context of a National Holiday’, *New Zealand Journal of History*, 46, 1, 2012, pp.37–51 . Publisher: The University of Auckland. ISSN: 0028–8322.

**Extracts from Books**

Barnes, Felicity ‘New Zealand’s London’, *New Zealand’s London: A Colony and its Metropolis*, Auckland: Auckland University Press, 2012, pp.14–40. ISBN 978–1–86940–585–4.

Barnes, Felicity, ‘Britain’s Farm: Empire Marketing At Home’, in Peter Alsop and Gary Stewart eds., *Promoting Prosperity: The Art of Early New Zealand Advertising,* Nelson: Craig Potton Publishing, 2013, pp.76-81. ISBN 978-1-877517-96-9

Daley, Caroline ‘Modernity, Consumption and Leisure’, in Giselle Byrnes ed., *New Oxford History of New Zealand*, South Melbourne: Oxford University Press 2009, pp. 423-446. ISBN 978-01-9558471-4

Hamer, David, ‘Antipodean Patterns of Urban Development’, in *New Towns in the New World: Images and Perceptions of the Nineteenth-Century Urban Frontier*, New York: Columbia University Press, 1990, pp.139–62. ISBN 0–231–06620–1.

Conal McCarthy, ‘“Colonialism’s Culture”, 1865-1913”, in *Exhibiting Maori: A History of Colonial Cultures of Display*, Wellington, Te Papa Press, 2007, pp.13-60. ISBN 978–1–877385–33–9.

Mirams, Gordon, ‘Going to the Pictures’, in *Speaking Candidly: Films and People in New Zealand,* Hamilton: Paul’s Book Arcade, 1945, pp.5-27.

 Moloney, Pat, ‘Shameless Tahitians and Modest Maori: Constructing the Sexuality of Pacific Peoples’, in Allison Kirkman and Pat Moloney, eds, *Sexuality Down Under: Social and Historical Perspectives*, Dunedin: Otago University Press, 2005, pp.29–46. ISBN 1–877372–10–2.