



Rethinking New Zealand History

Te Whare Wānanga o Tāmaki Makaurau

History 107
Semester 1, 2018

Rethinking New Zealand History: History 107

Table of Contents

Contact Information	3
Course Objectives	4
Tutor information	3
Due Dates for Essays	4
Lecture Programme	5
Tutorial Programme and Readings	6-8
Coursework Requirements	9
Ngā Kupu Māori, glossary of common Māori words	13-14
Departmental Information:	15-19
Workload expectations, policy on late work, grade descriptors, and referencing	
History Stage I Essay Marking Sheet	20
Introduction to Canvas	21-24
Student Guidelines for Turnitin.com	25
Tutorial Readings	after 28
DELNA Testing	28
Borderline, Aegrotat and Compassionate Consideration (Examinations)	28
Copyright Warning Notice	28
Plagiarism Warning Notice	28

Contact Information

Course co-ordinator and lecturer:

Dr Felicity Barnes f.barnes@auckland.ac.nz

Office: Room 701 Arts 1.

Ext 87358

Tutors will be available during their designated office hours; they will also answer your emails during that time. Your tutors are there to help and guide you but they will not read draft essays. If you require an extension to your essay, you must see your tutor **before** the essay is due.

Class Details

Lectures: Monday 12pm-1pm Tuesday 12-1pm

Tutorials: one per week, enroll through Student Services Online

Important Dates

Written response 1 : 4pm Monday 12 March

Essay : 4pm Monday 7 May

Written response 2: 4pm Monday 21 May

Exam: TBA

Recommended Reading

Along with your course book readings, we also recommend that you read one (or more!) of the following general histories. This is essential if you have not studied New Zealand history before. (Essays have their own reading lists, and you need to be thorough with your preparation.)

General and Māori Histories

Anderson, Atholl, Judith Binney, Aroha Harris, *Tangata Whenua: An Illustrated History of Māori*, Wellington, 2014.

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

Belich James, *Paradise Reforged: A History of the New Zealanders from the 1880s to the Year 2000*, Auckland, 2001.

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

King, Michael, *The Penguin History of New Zealand*, Auckland, 2003.

Mein-Smith, Philippa, *A Concise History of New Zealand*, Melbourne, 2005.

Sinclair, Keith, *A History of New Zealand*, 5th rev edn, Auckland, 2000.

Walker, Ranginui, *Ka Whawhai Tonu Matou: Struggle Without End*, rev. ed, Auckland, 2004.

Course Objectives

Content

Whaowhia te kete mātauranga! (fill your basket with knowledge!)

This course will introduce you to key issues in Aotearoa/New Zealand history.

We have called the course **Rethinking New Zealand** because, while it is intended as an introduction to Aotearoa New Zealand's social, cultural, economic and political history, we also hope to challenge you to examine some of your assumptions or pre-conceptions about New Zealand history. For instance, was New Zealand 'discovered'? Was the nineteenth century a time of settlement or conquest? Was New Zealand a 'social laboratory', a world leader in social policy? Was New Zealand a place where rugby was always king? Was it a family paradise, the most British of all Britain's colonies, a country of equal citizens?

Reviewing our history over the past hundred years gives us a greater sense of our own identity as a nation and of our place in the world. The course is organized thematically and you will be introduced to different historians' interpretations of past events.

Skills

An important element of Stage I courses is to impart skills that a historian needs and that can also be used in other fields which require the assimilation, assessment and presentation of information. These skills include:

- the effective use of the library and information technology
- the ability to take notes from lectures and secondary sources
- the ability to reference work in accurate footnotes/endnotes and bibliographies
- the ability to present a reasoned argument, written in standard English and based upon evidence

Tutorials

Tutorials are part of the course. You must attend them, and you must do the readings for them set out in the course guide. They are held weekly, from the second week of semester. An attendance roll will be taken at the beginning of each class. You are expected to attend all tutorials, and **you are required to attend no less than 8 of the 11 tutorials. Failure to attend tutorials may result in work not being marked. Students who do not attend at least 8 tutorials are not eligible for Plussage** (for a definition and explanation of Plussage see 'Coursework Requirements').

Lecture Programme

Introduction:

26 February: **Rethinking Aotearoa/ New Zealand**

1. Peopling

27 February: From Polynesian to Maori? : New Zealand's first peoples

5 March: From Britain to NZ – 19th British settlement

6 March: 'British' NZ – Migration after 1890

12 March: New Migrations?: Pacific and Asian migrations in the 20thC

2. Shaping the State

13 March: New Zealand before the Treaty

19 March: Treaty Making and Breaking

20 March: Provinces, Parties, Politics

26 March: Imperial New Zealand?

3. Conflict and Contest

27 March: Wars Great and Good - WWI and WWII

Mid semester break 30 March – 15 April

16 April: The New Zealand Wars

17 April: The New Zealand Wars?

4. Booms and Busts

23 April : Indigenous Entrepreneurs: Maori, Mills and Markets:

24 April: Booming Settler New Zealand – Wool Gold and Progress

30 April: Recolonial New Zealand

5. Making Godzone

1 May : Atoms? Social life in settler New Zealand

7 May: The Social Laboratory:

ESSAY DUE MONDAY 7 MAY

8 May: The Welfare State

14 May: 1984

6. Reaction and Resistance

15 May: Not Just War: Maori Prophets and Politicians

21 May: Hikoi/Protest!

7. Cultural Adventures.

22 May: Rugby (not racing) and Beer

28 May: Stranded in Paradise? New Zealand and Popular Culture.

29 Conclusion – New Zealand Rethought?

Tutorial Programme

Tutorial 1, Week 2, 5 March: Tangata Whenua

Kerry Howe, 'Maori Origins: Creating New Zealand Prehistory', chapter 8 in *The Quest for Origins: Who First Discovered and Settled New Zealand and the Pacific Islands?*, 2nd ed., Auckland, 2008, pp.159-82; notes pp.205-8.

Skills: Introductions and Group Discussion:

Questions: When did Maori arrive? How and why did they come?

Prepare: First assignment

Tutorial 2, Week 3, 12 March: Pākehā

'The Ebbs and Flows of Migration', in Jock Phillips and Terry Hearn, *Settlers: New Zealand's Immigrants from England, Ireland and Scotland, 1800-1945*, Auckland, 2008, pp.21-50.

Mātauranga: Taking good lecture notes

Pātai: Do you take too few or too many notes in lectures? What is the point of the notes? Come along with the notes you took in lecture 3.

Please note: notes for this lecture will not be posted until after the week's tutorials are finished.

Tutorial 3, Week 4, 20 March: Shaping the State

Reading: Tony Ballantyne, 'The State, Politics, and Power, 1793-1893', in Giselle Byrnes ed., *The New Oxford History of New Zealand*, South Melbourne, 2009, pp.99-124.

Skills: Forming an argument

Questions: What is the argument of this article? What kinds of evidence are used to support the argument? How convincing do you find it? In this tutorial we will discuss what an argument is and how to present an argument in your assignments.

Tutorial 4, Week 5, 27 March: Conflict and Contest

Reading: Jock Phillips, 'War and National Identity', in David Novitz and Bill Willmott eds. *Culture and Identity in New Zealand*, Wellington, 1989, pp.91-109.

Mid Semester break

Tutorial 5, Week 6, 16 April: Conflict and Contest

Reading: James Belich, 'Swamps, Stick and Carrots', *Making Peoples: A History of the New Zealanders from Polynesian Settlement to the End of the Nineteenth Century*, Auckland, 1996, pp.247-272.

Mātauranga: Structure

Pātai: What are swamps, sticks and carrots? How does the writer use these ideas to structure the article?

Tutorial 6, Week 7, 23 April: Booms and Busts

'Vincent O'Malley, Trading Relationships', in *The Meeting Place: Maori and Pakeha Encounters, 1642-1840*, Auckland, 2012, pp.110-147.

Skills: Skills: Referencing: Footnotes and Bibliographies

Your tutor will run a short workshop talking you through some of the common mistakes students make when referencing their work. Please note that accurate referencing is one of the things we will be awarding marks for when we grade your assignment.

?

Tutorial 7, Week 8, 30 April: Booms and Busts

James Belich, 'The Recolonial System', chapter 2 in *Paradise Reforged: A History of the New Zealanders from the 1880s to the Year 2000*, Auckland, 2001, pp.53-86

Geoff Bertram, 'The New Zealand Economy, 1900 - 2000, in Giselle Byrnes ed., *The New Oxford History of New Zealand, South Melbourne*, 2009, pp.531-541, 553-561.

Mātauranga: Understanding arguments

Questions: Work in class to analyse the difference in approach and evidence used by these two historians. Which do you find more convincing? Why?

Tutorial 8, Week 9, 7 May: Godzone

Barry Gustafson, 'The National Governments and Social Change (1949-1972) in K. Sinclair ed., *The Oxford Illustrated History of New Zealand, Auckland*, 1990, pp.267-294.

Arapera Blank, 'One Two Three Four Five', in Eric Schwimmer ed. *The Maori People in the Nineteen Sixties*, Auckland, 1968, pp.85-96.

Skills: Tackling different historical sources.

How do these two articles differ? Which one is more persuasive? Why? Can they both be used as evidence?

Tutorial 9, Week 10, 14 May, Resistance and Reaction:

Reading: Aroha Harris, 'The Rise and Rise of Maori Political Consciousness', in Aroha Harris, *Hikoi: Forty Years of Maori Protest*, Wellington, 2004, pp.10-31.

Mātauranga: Preparing your final written response

Pātai: Your tutor will discuss your reading choice and responses

Tutorial 10, Week 11, 21 May: Cultural Adventures

Readings: Felicity Barnes, 'London's Legacy: New Zealand on television 1960-1989', in *New Zealand's London: a Colony and its Metropolis*, Auckland, 2012, pp.247-272.

Skills: .Choosing sources

What kinds of evidence does Barnes use? **Email your tutor one source type** from the article and be prepared to discuss in class why it is important to the argument.

Tutorial 11, Week 12, 28 May: Conclusions & exam preparation**Skills: Exam preparation**

Your tutor will outline the exam format and give you some study tips.

Coursework Requirements

Assessment in this course is divided between coursework (50%) and an examination (50%):

Written response 1:			5%
Essay Assignment :	1,500 words		30%
Written Response 2			15%
Exam	2 hours	Date TBA	50%

The written assignments in this course aim to broadly develop your writing skills. You will be asked to write a more personal short piece: a formal essay; and a critical review. For all assignments you will be expected to express yourself in clear, well-structured prose with supporting references and a bibliography if required.

Hard copies of assignments must be handed into the **Arts Assignment Centre**. Each essay should have the required self-generated cover sheet available via Canvas attached to it. Electronic versions of essays must also be submitted using Turnitin.com on Canvas.. Essays will not be marked until both hard and electronic copies have been submitted. Essays will be returned in tutorials; otherwise you may collect them from **Arts Assignment Centre**.

NB: Due date for the essay assignments is Monday. Extensions will only be considered if requested **before** the due date. (see 'Policy on late work', p.15).

A two-hour exam will be held during the examination period. The format will be advised closer to the date, but you will not be able to repeat information from your essays.

Plussage

This term describes an assessment scheme in which the proportion of the final mark for a course which is assigned to the coursework (and correspondingly the weight of the exam) may be changed (in a fixed way) if this benefits the student. In this course, where coursework normally counts for 50% and the exam for 50%, under plussage coursework may count for 0 and the exam for 100%, subject to:

- **the student meeting the tutorial attendance requirement (8 out of 11)**
- **the student handing in all pieces of coursework and achieving at least a D+ average**
- **the student achieving a better mark in the exam than they did in their coursework**

Essay Assignment : 1500 words 30% due Monday 7 May

1. Discuss and evaluate the different kinds of evidence employed to explain the arrival of the first Polynesians and the first non-Polynesians in New Zealand.

Atholl Anderson, Judith Binney, Aroha Harris, *Tangata Whenua: An Illustrated History*, Wellington, 2017

K. R. Howe, *The quest for origins : who first discovered and settled New Zealand and the Pacific islands?*, Auckland 2006.

K. R. Howe, 'Maori/Polynesian Origins and the "New Learning"', *Journal of the Polynesian Society*, 108, 3, 1999, pp.305-325.

Geoffrey Irwin, 'Voyaging and Settlement', in K. R. Howe, ed., *Vaka Moana, Voyages of the Ancestors: The Discovery and Settlement of the Pacific*, Auckland, 2006, pp.54-99.

Rawiri Taonui, 'Polynesian Oral Traditions', in Kerry Howe, ed., *Vaka Moana, Voyages of the Ancestors: The Discovery and Settlement of the Pacific*, Auckland, 2006, pp.23-36, 47-53; notes pp.337-9.

2. Discuss the evidence for the claim that New Zealand had a 'white immigration policy' until 1978.

M. Anae, 'All Power to the People: Overstayers, Dawn Raids and the Polynesian Panthers', in Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa, eds., *Tangata O Le Moana: New Zealand and the People of the Pacific*, Wellington, 2012.

W. Borrie, *Immigration to New Zealand*, Canberra, 1991.

S. Brawley, 'No "White Policy" in NZ: Fact and Fiction in New Zealand's Asian Immigration Record, 1946-1978', *New Zealand Journal of History*, 27, 1, 1993, pp. 16-36.

S W. Grief, *Immigration and National Identity in New Zealand: One People, Two Peoples, Many Peoples?* Palmerston North, 1995.

Brian Moloughney, and John Stenhouse, "'Drug-Besotten, Sin Begotten Fiends of Filth": New Zealanders and the Oriental Other, 1850-1920', *NZJH*, 33, No.1, 1999, pp.43-64.

Manying Ip, *Dragons on the Long White Cloud: The Making of Chinese New Zealanders*, Auckland, 1996.

Angela McCarthy, 'Migration and Ethnic identities in the Nineteenth Century', Giselle Byrnes ed., *The New Oxford History of New Zealand*, South Melbourne, 2009, pp.173-195.

Jock Phillips and Terry Hearn, *Settlers: New Zealand's Immigrants from England, Ireland and Scotland, 1800-1945*, Auckland, 2008.

3. Should the New Zealand Wars be known as the Land Wars? Why/why not?

James Belich, *The New Zealand Wars and the Victorian Interpretation of Racial Conflict*, Auckland: Penguin Books, 1986.

Edmund Bohan, *Climates of War: New Zealand in Conflict, 1859-69* Christchurch, 2005.

Kelvin Day, ed., *Contested Ground: Te Whenua I Tohea. The Taranaki Wars 1860-1881*, Wellington, 2010.

Danny Keenan, *Wars without End*, Auckland, 2009.

Vincent O'Malley, *The Great War For New Zealand: Waikato 1800-2000*, Wellington, 2016.

Matthew Wright, *Two Peoples, One Land: the New Zealand Wars* Auckland, 2006.

4. Were wars, laws or immigration more important in tilting power from Māori to Pākehā in the mid-late nineteenth century? Explain why.

Atholl Anderson, Judith Binney, Aroha Harris, *Tangata Whenua: An Illustrated History*, Wellington, 2017. (esp chs 9 and 10).

Tony Ballantyne, 'The State, Politics and Power, 1769-1893', in Giselle Byrnes, ed., *The New Oxford History of New Zealand*, Melbourne, 2009

James Belich, *The New Zealand Wars and the Victorian Interpretation of Racial Conflict*, Auckland: Penguin Books, 1986.

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

Kelvin Day, ed., *Contested Ground: Te Whenua I Tohea. The Taranaki Wars 1860-1881*, Wellington, 2010.

Michael King, *The Penguin History of New Zealand*, Auckland, 2003.

Claudia Orange, *The Treaty of Waitangi*, Wellington, 1987.

Hazel Petrie, *Chiefs of Industry: Māori Tribal Enterprise in Early Colonial New Zealand*, Auckland, 2006.

Ranginui Walker, *Ka Whawhai Tonu Matou*, 2nd ed., Auckland, 2004.

Matthew Wright, *Two Peoples, One Land: The New Zealand Wars*, Auckland, 2006.

Glossary of Māori Words and Phrases

ahi kaa	burning fires of occupation – title to land through occupation
hapū	kinship group, clan (often erroneously referred to as subtribe)
iwi	tribe, nation, people
kai	food, eat
kāinga tūturu	original home
kapa haka	haka group
kaumātua	elderly person
kaupapa	plan, policy, principle, proposal, project
kōhanga reo	language nest, Māori pre-school
mana whenua	tribal authority
marae	complex of wharenuī, wharekai and grounds (traditionally the courtyard in front of the wharenuī)
mātauranga	knowledge
maunga	mountain, mount
mihi	speech of greeting, acknowledgment, tribute
mokopuna	grandchild, grandchildren
Pākehā	a person of predominantly European descent; foreign
papakāinga	original home, home base, village
rangatahi	younger generation, modern youth
rūnanga	tribal council, to discuss in assembly
tangata whenua	hosts, original people (literally, people of the land)
tauiwi	foreign people, non-Māori, immigrants
te reo	the (Māori) language
Te Taitokerau	Northland
Te Tiriti	Māori language version of Treaty of Waitangi
tikanga	Māori values, custom
tino rangatiratanga	sovereignty, self- determination, chieftainship

tūpuna	ancestor
tūrangawaewae	home ground, basis of iwi membership
waiata	song, sing
waka	canoe, vehicle
whakapapa	genealogy
whakataukī	proverb, saying
whānau	family, extended family
whanaungatanga	relatedness, kinship
wharehui, wharehui	meeting-house
whenua	land

You may also want to consult this online Māori dictionary:

<http://www.maoridictionary.co.nz/>

Departmental Information

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, time spent on coursework and studying for the final exam.

Policy on Late Work

The Department of History expects all Stage I students to hand in work by the due date and time. If this is not possible, you **must** contact your tutor before the work is due and apply for an extension. If the extension is sought on medical grounds you may be required to provide a supporting medical certificate.

Sending your tutor an email minutes before an assignment is due is not the same as being granted an extension. It is expected that you will arrange to see your tutor in person to put your case for an extension. At the very least you must have an email from your tutor confirming that you have an extension until a set time and date.

If you have not secured an extension and you hand your work in after the due date and time, or if you hand in your work after the due date and time of your extension, you will, in the first instance, lose **2% points for each day your work is overdue**. If you do not hand work in within one week of the due date and time, you will need to see the course co-ordinator.

History Department 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).

SCHEDULE

A+ high first 90-100

A clear first 85-89

A- bare first 80-84

B+ high second 75-79

B clear second 70-74

B- bare second 65-69

C+ sound pass 60-64

C pass 55-59

C- marginal pass 50-54

D+ marginal fail 45-49

D clear fail 40-44

D- poor fail 0-39

Essays in Te Reo

Essays can be submitted in Maori, providing students have discussed this with their tutor first.

Guide to referencing

Footnotes are quite easy to do, and they are essential because they verify the evidence

for your argument. You should always cite in a footnote the source from which you obtained:

(a) direct quotations

(b) paraphrased quotations

(c) very specific evidence such as statistics

(d) information which might be considered obscure or contentious.

You do not need to cite the source of well-known information.

You may use either footnotes or endnotes. Place the footnote/endnote number immediately after the closing punctuation, except in the case of a dash, where the number precedes the dash. Footnotes/endnotes should be single spaced.

It is crucial that you are consistent in your footnote/endnote style, and that your references are accurate. They can be placed at the end of the essay, or preferably at the foot of each page. They should be numbered consecutively through the essay, and

correspond exactly to the following format (if italics are not possible then underline):

Published books

First reference:

1. Susan J. Douglas, *Where the Girls Are: Growing up Female with the Mass Media*,

New York, 1994, p.203.

Thereafter either:

2. *ibid.*, p.199. (if it is the next reference) or

3. Douglas, p.8 (if Susan J. Douglas is the only author with that surname you are using) or

4. Douglas, *Where the Girls Are*, p.8 (if you have more than one author named Douglas, are using more than one publication by Susan J. Douglas, or prefer to always give a short title).

Whenever the edition is not the first, use the following:

1. J. C. Beaglehole, *The Exploration of the Pacific*, 3rd edn, London, 1966, pp.164–72.

If the place and date of publication are not supplied, use 'np' and 'nd'.

Essay within an Edited Collection

1. Raewyn Dalziel, 'Railways and Relief Centres (1870–1890)', in Keith Sinclair, ed, *The Oxford Illustrated History of New Zealand*, Auckland, 1990, pp.99–124.

2. Jock Phillips, 'War and National Identity', in David Novitz and Bill Willmott, eds, *Culture and Identity in New Zealand*, Wellington, 1989, pp.91–109.

Articles in Periodicals

1. Henry Abelove, 'The Queering of Lesbian/Gay History', *Radical History Review*, LXII, 1994, pp.44–57.

2. Dean Wilson, 'Community and Gender in Victorian Auckland', *New Zealand Journal of History*, 30, 1, 1996, pp.24–42.

Theses

1. J.D. Salmond, 'New Zealand Labour's Pioneering Days', PhD thesis, University of Auckland, 1950, pp.16–18.

2. Margaret Tennant, 'Matrons with a Mission: Women's Organizations in New Zealand, 1893 to 1915', MA thesis, Massey University, 1976, p.105.

Electronic Sources

First reference:

Thomas J. Pritzker, 'An Early Fragment from Central Nepal', online, nd, available at: <http://www.ingress.com/~astanart/pritzker/pritzker.html> (8 June 1995)

Thereafter either:

1. *ibid.*, p.2 (if it is the next reference) or

2. Pritzker, p.2.

3. Pritzker, *An Early Fragment*, p.2.

First reference:

Richard Lobban, 'REPLY: African Muslim Slaves in America', *H-Africa*, 4 Aug. 1995, available at: <http://h-net.msu.edu/~africa/archives/august95>

Thereafter either:

1 *ibid.*, p.10 (if it is the next reference) or

2 Lobban, p.10

3 Lobban, 'REPLY', p.10.

Other Abbreviations

1. Use *ibid.*, p.48. No other Latin derivative used.

2. For more than one page use pp.

TE REO MAORI

(a) Italics and translations

In New Zealand we do not italicize Maori words in written work because Maori is not a foreign language. Nor do students need to provide translations of Maori words such as whānau, hapū, iwi, mana, Pākehā, kupapa and kaupapa that are commonly used in English. Students who wish to employ less commonly known words and phrases, or use waiata or whakataukī in essays should provide a translation in brackets after the Maori text e.g. 'In 1840 rangatiratanga (chieftainship) co-existed with kawanatanga (governorship)'; 'Hobson . . . is reported to have uttered the words "He iwi tahi tatou" ("We are now one people") as each chief signed.' You may also provide a Maori equivalent if you feel the commonly used English word does not convey the full sense of the Maori concept it is translating, e.g. 'Tamati Ngapora, younger 'brother' (teina) of Te Wherowhero.'

(b) Plurals

There is no 's' in Maori. It is not appropriate to add an 's' to Maori words to create a plural. Instead plurals of Maori words are indicated by context. For example, 'The Maori who traded at Auckland and elsewhere came from many different types of settlement', not 'The Maoris who traded . . . '.

(c) Long Vowels

The department does not routinely mark the long vowel in Maori words commonly used in English. Students who wish to mark long vowels are welcome to do so and may choose between the macron or double vowels e.g. Maaori or Māori, Paakehaa or Pākehā. However a single style should be used **consistently** within each piece of work.

Source of examples: Judith Binney, Judith Bassett and Erik Olssen, *The People and the Land Te Tangata me Te Whenua*, Wellington, 1990.

Bibliography

Each essay must include a reading list of all the books and articles consulted in writing the essay, even if they are not actually cited in footnotes. The bibliography enables your tutor to assess the range and depth of your reading. Ill-chosen or inadequate reading may be the reason for a poor essay, so it is of no help to anyone to make up a bibliography of books you meant to read but in fact did not.

The books you used should be listed in alphabetical order according to the author's surname (this is different from the footnote form). Where a work has two or more authors, invert only the name of the first.

(a) Book titles in the bibliography must be set out thus:

Linebarger, P.M.A. *Government in Republican China*, Boston, 1938, reprint, Westport, 1973.

Woodside, A.B. *Community and Revolution in Modern Vietnam*, Boston, 1976.

(b) Reference to essays in a collection thus:

Swearer, Donald K. and Sommai Premchit, 'The Relationship Between the Religious and Political Orders in Northern Thailand (14th–16th Centuries)', in Bardwell L. Smith, ed., *Religion and Legitimation of Power in Thailand, Laos and Burma*, Chambersburg, Pa., 1978, pp.20–33.

(c) References to theses must be set out as follows:

Gesick, L.M. 'Kingship and Political Integration in Traditional Siam', PhD Thesis,

Cornell University, 1976.

(d) References to articles in journals must be listed as follows:

Reid, A. 'The Structure of Cities in Southeast Asia, Fifteenth to Seventeenth Centuries', *Journal of Southeast Asian Studies*, XI, 2, September 1980, pp.235–50.

(e) References to electronic sources must be listed as follows:

Individual works:

Last name, first name of author or editor, Title of Print Version of Work, Edition (if given), Place of publication, Date of publication, Medium (e.g. CD-ROM), Available protocol (if applicable): Site/Path/File. Access date (if applicable).

Examples:

Oxford English Dictionary Computer File: On Compact Disc, 2nd edn, Oxford, 1992, CD-ROM.

Pritzker, Thomas J., *An Early Fragment from Central Nepal*, online, nd, available at: <http://www.ingress.com/~astanart/pritzker/pritzker.html> (8 June 1995)

Articles, Chapters, Parts of Works, etc.:

Last name, first name of author or editor, 'Part Title', *Title of Print Version of Work, or Journal Title or Discussion Group*,

Edition (if given), Place of publication, Date of publication

or

Volume, Issue, Year, Paging

Medium (e.g. CD-ROM), Available protocol (if applicable): Site/Path/File. Access date (if applicable).

Examples:

Daniel, Ralph Thomas, 'The History of Western Music', *Britannica Online: Macropaedia*, online, 1995, available at:

<http://www.eb.com:180/cgi-bin/g:DocF=macro/5004/45/0.html> (14 June 1995)

Lobban, Richard, 'REPLY: African Muslim Slaves in America', *H-Africa*, 4 Aug. 1995, available at: <http://h-net.msu.edu/~africa/archives/august95>

Presentation of essays

(a) Essays must be legibly written or typed on A4 size paper and on **one side only**.

(b) Leave a substantial margin on the left side of the page for marker's comments.

(c) Fasten the pages together at the top left-hand corner with a staple.

(d) All essays should be put in the essay box outside the History office. They will be date stamped and passed on to your tutor/lecturer.

Department of History Stage I Essay Marking Sheet

This marking sheet will be used when your essay is assessed. You might wish to use it as a guideline and checklist before you hand in your essay. Remember, though, that the comments you receive on your essay are more important than the boxes ticked.

Essay Marking Sheet

Student Name: _____

	Excellent		Competent		Needs Attention
Reading/Research					
evidence of compulsory reading					
evidence of independent research					
Perception and Comprehension					
understanding of essay question/topic					
defining key terms and concepts					
engagement with reading					
Argument					
answering the question					
appropriate ideas and interpretations					
all claims backed with evidence					
Structure and Organisation					
introduction and conclusion					
properly constructed paragraphs					
logical development of ideas					
Style					
clarity of expression					
formal language, spelling, grammar					
Referencing					
appropriate use of footnotes/endnotes					
accurate notes and bibliography					
COMMENTS					

Introduction to Canvas

What is Canvas?

Canvas is designed to support student learning within the university and from a distance. The benefits of using Canvas include:

- Your online course material/details are accessible from any computer, 24 hours a day.
- Enhanced communication through announcements and discussion groups
- Coursework Marks available online
-

Where to get Help with Canvas:

- Your first port of call should be the Canvas Guides. Click the *Help* icon in the Canvas Navigation. In the pop up box click *Search The Canvas Guides*. Use the search box to find answers to common questions. From the same pop up menu you can also access support provided by Instructure, the makers of Canvas. You can email, instant message or call them for help.
-

Before you use Canvas:

Make sure that you know your Username (also known as UPI) before you log on to Canvas. New students will have received their details in the mail with their Enrolment letter. Otherwise you can obtain your Username/UPI by swiping your ID card at a printer or by seeking assistance at the Information Commons helpdesk (located at the Kate Edgar Information Commons, Level 2).

Logging on to Canvas:

1. Make sure you're using a modern browser like Firefox or Google Chrome and your web browser is up to date. Avoid using Internet Explorer where possible.
2. Go to <https://canvas.auckland.ac.nz>
3. In the *Username or Email* field, type in your username that you use in SSO (e.g., astu001).
4. In the *Password* field, type in your password, click on *Sign In*.

Note: To get/reset a password please visit the Information Commons Helpdesk located on the 2nd floor of the Kate Edgar Information Commons building with your student ID card or you can choose *Password change* from the *Quick links* drop down box at the top right of most University website pages.

About the Dashboard:

The Canvas Dashboard is the first screen you see after logging into Canvas. It shows you your current enrolments and allows you to navigate to certain parts of a course, like Announcements, Assignments, Discussions, etc. You can return to the dashboard at any time by clicking the *Dashboard* icon in the blue left-hand panel of the screen (known as the Canvas Navigation). Even if you cannot see a course on Canvas that you are enrolled in on SSO you will still be able to access the information when the course convener publishes the course at the beginning of the semester.

Using the Calendar:


To use the Calendar, click on *Calendar* in the Canvas Navigation then select the view you prefer using the tabs that are situated just above the calendar (*Month*, *Week* or *Agenda*) in the right pane. You can add your own personal events to the calendar by clicking on the plus button (+) at top right of the Calendar screen. You will see your coursework/assignment due dates in the calendar automatically. You will not see lecture or tutorial times here, unless you or the course convener chooses to add them manually.

Reading Announcements:

Unread announcements will be displayed below each course on your Dashboard. The megaphone icon will show a number in a blue circle that displays any number of unread Announcements. If no announcements have been posted by the teaching staff at this time you will not see the megaphone icon below the course on the Dashboard. To read an Announcement, click the megaphone icon. This screen will order Announcements in the course newest to oldest. Click on the blue title of the relevant Announcement to see its contents.

Downloading Files from Canvas:

To view/download any files or course materials from Canvas:

1. Click on the Folder icon  below the relevant course on the Dashboard.
2. Hover your mouse cursor over the relevant file so that the row turns blue; a cog/gear icon appears to the right of the file.
3. Click the cog/gear icon and choose Download.
4. At this point, most browsers will prompt you to choose where on your PC you would like to save the file. If no prompt appears the file will save to your *Downloads* folder.

If you cannot see the Folder icon below a relevant course:

1. Enter into your course by clicking the coloured square that represents your course.
2. If there are instructions on the course homepage for accessing resources, follow them, otherwise continue to point 3 below.
3. Check the left hand menu on white (not the Canvas Navigation on blue) for *Modules*.
4. Browse the Modules (resources sorted by category, e.g., week) for the relevant files.
5. Click on any file name to open or download the file.

Printing Files from Canvas:

After following the instructions above to download, open the file on your PC and choose File → Print.

Check your Assessment Results:

To check your results select the course from the Dashboard by clicking on the coloured panel. In the course menu on the left hand side click on to *Grades*. A summary page of the assessment in the course, sorted by group, will appear. You will also see any recently released grades in a panel on your dashboard labelled *Recent Feedback*.

Note: You may not be able check your final grades using Canvas – your final grades will be made available in SSO.

Using Discussion Boards:

To enter the discussion forum for a course:

1. From the Dashboard, click the coloured panel that represents the relevant course.
2. Click on the Discussions option in the left-hand menu.
3. To create a message or topic, click on the blue *+ Discussion* button in the top right.
4. To reply to a message or topic click on the message title and click on *Write a Reply* at the bottom of the screen.
5. Type the message you wish to share with the class in the box provided and click *Post reply* in the bottom right of the text box.
6. Messages can still be edited after they have been posted.

Changing Your Preferences:

Your Canvas account is connected to your UPI email (e.g., astu001@aucklanduni.ac.nz). You cannot send your Canvas notices to another email from within Canvas. This can be achieved by using a forwarder on your email itself. To adjust the email notices you receive from Canvas, click on the *Account* option in the blue Canvas Navigation. From the menu that appears choose *Notifications*. Each event in Canvas that may trigger an email notification is listed in a separate row, grouped by kind. In the right-hand column you can see the regularity with which the notices will be sent. There are four options: ASAP, Daily, Weekly, Never. Always ensure Announcements is set to ASAP; without this set to ASAP you may miss important information affecting your success in the course. To change a notification's regularity, hover your mouse cursor over the grey column labelled *Email address*. The four options will appear indicated by a relevant icon. Click the option you desire. Repeat this process for all other notifications.

Logging Out of Canvas:

Click on the *Account* icon in the Canvas. Then click *Log Out*.

Student Guidelines for Turnitin.com

What is Turnitin.com?

Turnitin.com is an electronic plagiarism detection service that is used by dozens of universities world-wide. When a student's assignment is turned in to the system it is matched against millions of Internet pages, databases and a constantly increasing database of all previously and concurrently submitted assignments. Teaching-staff receive a report from Turnitin that can be used as a resource to assist staff in making a judgment as to whether or not a student's work is plagiarised.

Understanding the Issues Surrounding Plagiarism

Before you submit your assignment to Turnitin you will want to ensure that you have not plagiarised any text in your assignment. The best way to do this is to know what plagiarism is, know how to cite and reference correctly and how to paraphrase. There are many avenues for you to approach to learn correct referencing techniques.

1. Your first port of call is your lecturer, course co-ordinator and/or your tutor
2. Consult the University's 'Guidelines: Conduct of Coursework' at <http://www2.auckland.ac.nz/teachingandlearning/> (see the Students/Plagiarism and Cheating section)
3. The Student Learning Centre (SLC) located in the Kate Edger Information Commons and at www.slc.auckland.ac.nz has both hard copies and on-line resources outlining correct referencing and offers various workshops on referencing
4. <http://www.plagiarism.org/> provides a definition of plagiarism and numerous self-help tips on correctly citing and quoting work, paraphrasing and referencing

Using Turnitin

Turnitin.com is an on-line resource so you will need an Internet connection to use it. It can be used from any location, on- or off-campus. There are many computer labs around the University from which you can access the Internet. To access University computers you will need your Net ID (UPI) and Net password. You obtain these simply by swiping your student ID card at any print station and you will receive a printed document containing your Net password while your Net ID is displayed on the stations screen. Alternatively you can go to the IC Helpdesk at the Information Commons on the City Campus. It should take you less than five minutes to submit an assignment to Turnitin.

Creating a User Profile

1. go to www.Turnitin.com
2. click on the text that says 'create a user profile' under the login box in the top right of the screen.
3. enter your email address
4. click 'next'

5. enter a password of your choice. Your password needs to be 6-12 characters long and include at least 1 number and 1 letter. Your password is also case sensitive i.e. shadow is a different password to Shadow
6. click 'next'
7. you are prompted to enter personal information, of which the only compulsory field is your name
8. click 'next'
9. select 'student' as your 'user type'
10. click 'next'
11. you are asked to read the user agreement. If you disagree with the agreement this will cancel your user profile. If you agree, click 'I agree --- continue with profile' you have created your user profile
12. the next page gives you 2 options: you can either return to the log in page or you can follow the 'start class enrolment wizard'. The 'start class enrolment wizard' enables you to quickly enroll into your first class (to do so follow the next 3 steps)
13. click on 'start class enrolment wizard'
14. enter your class ID and enrolment password that you have been given by your lecturer/tutor (see above)
15. click 'next'
16. you are now enrolled in your class

Logging in

1. go to www.turnitin.com
2. enter your email address and password
3. click 'login'

Submitting an Assignment/Essay

Note: for each assignment you are asked to submit, you are only able to submit your work once

Your first step is to enroll in the class (you may have already done this using the 'start class enrolment wizard' when you created your user profile)

1. once you have logged in you will be taken to your homepage. In the menu bar click 'enroll in a class'
2. enter the class ID and enrolment password that you have been given by your lecturer/tutor
3. click 'submit'

Follow these same steps for every course you are in that uses Turnitin.

Note: each course/staff member has their own specific class ID and enrolment password

Now you can submit your assignment to Turnitin. Assignments can be submitted in MS Word, WordPerfect, rich text format, PDF, Postscript, HTML or plain text format.

1. on your homepage (the first page you come to from logging in) is your class list (all the classes you have enrolled in): click on the class name for which you are submitting an assignment. You are now on the 'class portfolio' page

2. click the 'submit' icon alongside the assignment name for which you wish to make a submission
3. there are two methods you can use to submit your assignment: file upload or cut and paste. Select your submission method from the drop down menu alongside the text 'Submit a paper by:'

The file upload method:

4. enter a title and student ID for your submission
5. click the 'browse' icon
6. navigate to your assignment file in the same way you would when opening a file in Word
7. double click on your assignment file
8. click 'submit' and the text from the document you selected will appear. Check it is the correct document, if so, click 'yes submit' to confirm your submission
9. you will receive an electronic receipt (via e-mail) of your submission
10. you have successfully turned in your assignment

The cut and paste method:

4. enter a title and student ID for your submission
5. cut and paste your assignment into the text box
6. click 'submit'
7. you will receive an electronic receipt (via e-mail) of your submission
8. you have successfully turned in your assignment

Help With Using the Turnitin System

If you come across problems when trying to submit your assignment to Turnitin, there are several avenues of help available to you.

1. if you are working in a University computer lab, talk to the IT assistant
2. go to www.Turnitin.com, near the top of the screen on the right hand side click on 'Training Materials'. Here you can take the 'Student quickstart' or the 'Student tutorial'. These offer you step-by-step instructions and detailed explanations of what each pages' function is
3. SLC provides individual consultations for students experiencing difficulties submitting their assignments (students must first be registered with the SLC at a cost of \$10 for the calendar year)
4. if you are still having problems with Turnitin, talk to your lecturer/tutor

DELNA Testing

All first year students are expected to undertake DELNA (Diagnostic English Language Needs Assessment) screening at the beginning of their first semester of enrolment (and, if recommended following the screening, diagnostic assessment). DELNA screening is a 30 minute secure online test, and students will take the test only once. Screening is for all students, no matter what their language background. It will identify students who do not need further assistance, as well as those who might.

To book your screening assessment go to www.delna.auckland.ac.nz/booking/

For further information contact delna@auckland.ac.nz

Borderline, Aegrotat and Compassionate Consideration (Examinations)

Students whose preparation for an examination has been impaired, or who have been prevented from being present at an examination, or who consider that their preparation for or performance in an examination has been seriously impaired by temporary illness or injury or exceptional circumstances beyond their control, may be eligible to apply for Aegrotat or Compassionate Consideration.

For further details see the University *Calendar* or website:

<http://www.auckland.ac.nz/uoa/for/currentstudents/academiclife/aegrotatinfo.cfm>

Copyright Warning Notice

You are being provided with copies of copyright material made for educational purposes. These include extracts of copyright works copied under copyright licenses. You may not make these materials available to other persons, nor make a further copy for any other purpose. Failure to comply with the terms of this warning may expose you to legal action by a rights owner and/or disciplinary action by the University,

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. See the section in this course guide 'Student Guidelines for Turnitin.com' for further information.