

HIST591-11A (HAM) and 11B (HAM) Dissertation

*History Programme
School of Social Sciences*



HIST591-11A & 11B (HAM) Dissertation

30 points

Supervisor: as confirmed by the Graduate Adviser

Graduate adviser: Dr Cathy Coleborne

Internal assessment/examination ratio: 1:0

Timetable: weekly meetings as arranged

Description: The HIST591 or Dissertation is a paper taught under supervision enabling a graduate student to undertake a piece of extended research. Students enrolled in this paper work on a focused piece of research and are individually supervised. The research is written up as an Dissertation of 7,000 – 7,500 words (the sole item of assessment) and must be completed within the same time frame as normal taught courses (HIST591-11A: Friday 17 June; HIST591-11B: **Tuesday 25 October**). Three spiral bound copies are required. Full details of the requirements for a HIST591 are on the History website:

www.waikato.ac.nz/wfass/subjects/history/gradinfo/index.shtml

The Dissertation provides an opportunity to:

- complete an independent piece of research by the end of the Honours year
- acquire research experience and/or specialized knowledge prior to embarking upon a thesis
- take further a research or historiographical interest (subject to availability of staff supervision).

There are two established approaches that may be taken to the research for a Dissertation (although it should be noted that these are not mutually exclusive):

1. An historiographical approach, drawing primarily upon published, secondary literature
or
2. Research based substantially upon oral and/or documentary archival sources.

HIST591 students are also expected to deliver a short work-in-progress presentation and/or a progress report to the Programme and other graduate students during their enrolment. They are also expected to attend the Programme's research seminars.

Supervision: Regular meetings and demonstrable progress are essential to successful completion of the Dissertation. Each student will have one principal supervisor, with the ability to provide guidance in the area of inquiry. Research and writing plans and frequency and length of meetings are negotiated with individual supervisors, and will vary. For more information about the supervision process and the responsibilities of both students and staff, see the FASS *Graduate Handbook*.

Enrolling in the HIST591: It is important to talk to the graduate adviser and potential supervisors about topic areas well before formally enrolling for the HIST591. Proposals should be agreed to in principle and the completed application form with a supervisor's endorsement should be submitted to the graduate advisor one week before the first day of the semester of study, at the very latest. It is important also to check the availability of vital

research materials and to apply for any necessary ethical permission before the official study period commences. The graduate advisor and other staff will offer guidance on these matters.

Frequently, a topic for the 591 arises from an interest in an existing paper, either undergraduate or graduate. This need not necessarily be the case, but it is vital that there is a staff member with sufficient interest and/or expertise in the general subject area under investigation. History's *Guide to Graduate and Postgraduate Research* provides a guide to potential topic areas, staff research interests and an overview of local archives. Please note that there is limited funding available for Dissertation research, so it is important to identify a topic that can be investigated using accessible archival materials (perhaps held in Hamilton or Auckland) or, alternatively, based on published material, available either locally, or through interloan or the internet.

(For funding see the FASS graduate Handbook)

After submitting the **application form** and enrolling formally for the HIST591, students will be assigned a supervisor. At the end of week 6 of the semester in which you are enrolled you will be required to submit a Progress Report (see Appendices).

Workload: This paper is worth 30 points. You are expected to spend some 300 hours in total researching and writing your Dissertation. Over 15 weeks this averages out to about 20 hours work per week. Obviously you will need to set time aside for meeting your supervisor, attending Programme and Faculty seminars, conducting library and archival research, as well as reading, writing, re-writing, and doing additional research.

Reading: Research and reading materials will be discussed with individual supervisors.

Progress Report: You are asked to submit a progress report endorsed by your supervisor to the graduate advisor by the Friday before the mid-semester teaching recess. In Semester B, 2011 this date falls on **22 August**. (See pp. 11 – 14)

University regulations affecting this paper: Your attention is drawn to the following regulations and policies, which are published in the University Calendar:

- *Assessment Regulations 2005*
- *Student Discipline Regulations 2008*
- *Computer Systems Regulations 2005*
- *Policy on the Use of Māori for Assessment*
- *Ethical Conduct in Human Research and Related Activities 2008*
- *Student Research Regulations 2008*

Plagiarism will be *severely* penalised. Any student who is unsure what constitutes plagiarism should consult the relevant section of *Making the Grade*

(<http://www.waikato.ac.nz/wfass/subjects/history/resources.shtml>)

Class representation: Elected representatives for other graduate papers can be contacted for issues that arise in HIST591.

Complaints procedures: Class representatives, your supervisor, the Graduate Advisor and the Programme Convenor, History, can all be approached about issues of any kind in connection with HIST591. The brochure 'Student Concerns and Complaints Policy' provides

details of the University's process for handling concerns and complaints and is available from Faculty and School offices, The Gateway and Student Services Division.

Submission: You must submit to the programme's administrator three* copies of your Dissertation, by the following dates:

HIST591A Friday 17 June

HIST591B Tuesday, 25 October

* One copy will be returned to you; the other copies will be stored in the History Programme Resource Room and the University Library. They will be catalogued on Te Puna (the national bibliographical data base) and be available on interloan.

Your Dissertation must be spiral bound and include:

- a title page (see sample at the end of this outline)
- an abstract of approximately 250 words (see instructions at end of this outline)
- a list of sources/bibliography after the main body of the text

Possible additional contents:

- A preface which will be a statement of a personal nature, noting for example why you chose your topic; please include acknowledgement of any special assistance from supervisors and others.
- A list of illustrations, tables, charts, maps or other figures, as appropriate
- An appendix or appendices, if needed, to be inserted after the list of sources
- All footnotes/endnotes should follow the conventions set out in *Making the Grade*.
- An 'Author's Declaration' (at the end of this outline) should be submitted with the bound Dissertation.

Assessment: The HIST591 does not have an examination, but the Dissertation is marked by the supervisor who will provide a written report. The Dissertation will also be cross marked by another member of staff.

Candidates are expected to demonstrate *a range of skills*, which examiners are likely to comment on. The skills exhibited will vary somewhat depending on each candidate's research aims and purposes. Skills include the ability to:

1. define a topic and to set it within a body of literature
2. critically appraise relevant historical literature and demonstrate historiographical awareness
3. clearly identify and define research purpose or question(s)
4. choose and justify choice of theory(ies) and methodology(ies) applied in the research (and/or to critically appraise theoretical and methodological aspects of secondary works)
5. find, select and analyse/interpret a *small* body of primary source material to further research purpose or to develop answers to research questions
6. structure evidence and ideas into cohesive arguments
7. write an Dissertation that achieves an overall coherence: with a clearly stated purpose and justification at the outset; analytical sections that develop from the stated

methodology and from each other; elements of synthesis (does the Dissertation support an overarching principle of organisation/argument/point of view/thesis?); a conclusion that assesses and/or ties the argument together and/or points out areas where the research needs to be taken further

8. write in clear, coherent and sustained prose: free from grammatical, syntactical and other errors, and with accurate and appropriate use of technical terms
9. follow the conventions of historical scholarship (such as construction of a list of sources, insertion of footnotes of appropriate length and frequency, accurate and consistent use of referencing conventions)

Appendices

- **Application Form**
- **Progress Report**
- **Suggestions for structuring the Dissertation**
- **Suggestions for the abstract**
- **Sample title page**
- **Author's declaration**
- **Selected list of topics from 2004**

History Programme, The University of Waikato
HIST591A & B: Dissertation
Application Form
2011

Student's Name:

Contact Details:

Address:

Telephone:

E-mail:

1. Proposed working title

2. Briefly discuss your background knowledge of this topic and the development of your interest in it.
(attach details if insufficient space)

3. List title and location of key sources with which you will research this topic
(attach details if insufficient space)

TO BE FILLED IN BY HISTORY PROGRAMME'S GRADUATE ADVISOR

Your proposal has been accepted/not accepted.

Please make note of the following recommendations regarding your proposed research:

Your supervisor is:

Signed: Date:
(Graduate Advisor)

Please note here any special agreements made between student and supervisor at commencement of study. For example, when where and how often will meetings take place?

Signed: _____ Date:
(Student)

Signed: _____ Date:
(Supervisor)

History Programme, The University of Waikato
HIST591A & B: Dissertation
Progress Report
2011

Student's Name:

Contact Details:

Address:

Telephone:

E-mail:

1. Title of Project

2. Report

(please attach as separate document)

Comment critically on your progress to date. Describe any problems you have encountered, how your research questions and foci have developed, give a comprehensive summary of the relevant historiography, indicate what work remains to be done and the tentative conclusions you expect to arrive at.

Signed: _____ Date: _____

(Student)

Signed: _____ Date: _____

(Supervisor)

TO BE FILLED IN BY HISTORY PROGRAMME'S GRADUATE ADVISOR

Your Progress Report has been accepted/not accepted.

Please make note of the following requirements/recommendations regarding your project:

Signed: Date:
(Graduate Advisor)

Example of a HIST591 Progress Report

Title: ‘Leaving the Clyde Behind – Scottish Migration Experiences to Colonial New Zealand with the Waikato Immigration Scheme’

Any Problems Encountered?

New Zealand’s immigration records are fragmented in many ways: some records were originally incomplete or inaccurate, not all survived and the records that have survived are located in a variety of repositories throughout the country. In addition, there are fragmented indexes and no overall national index.

How your research questions and foci have developed?

The research questions have followed reasonably closely, at this stage, the outline in the HIST591 Application, as I was able to form these after some months of background preparation.

My questions are outlined as follows:

Focus Questions – What were the processes of migration that enabled, facilitated and frustrated the Waikato Immigration Scheme? What were the meanings of these experiences for the migrants involved?

Analytical Questions

- What was the Waikato Immigration Scheme?
- How did this scheme build on background factors pertaining to Scottish migration to New Zealand? (for example, earlier connections and migration experiences)
- Did the shipping practices and procedures encourage migration?
- What were the formal recruitment procedures?
- How did the formal recruitment procedures of the scheme encourage potential migrants?
- How did the formal recruitment requirements influence the characteristics of the migrants chosen?
- How significant were informal procedures?
- Where did the migrants on this scheme come from?
- What were their regional origins and socio-economic backgrounds?
- What role did kinship and local connections play in the decision to migrate?
- Did kinship and migration connections, such as religion and folk practises, survive as new communities were established in New Zealand?
- In what ways were the Scottish origins of this migrant group maintained in New Zealand?
- Do the Scottish from this scheme reflect the findings of Phillips and Hearn? (Phillips and Hearn, state Scottish migrants to New Zealand, were West Lowland, urbanised people with agricultural fathers)
- How did the Scots’ experience compare with the Irish experience, as outlined in the seminal work of Alasdair Galbreath?

The analytical questions may be adjusted slightly further during the writing stage, although I feel they will remain essentially the same.

Comprehensive summary of relevant historiography

- Phillips, Jock and Terry Hearn, *Settlers: New Zealand Immigrants from England, Ireland and Scotland, 1800 – 1945* (Auckland: Auckland University Press, 2008)

This recently published work provides a detailed examination of English, Irish and Scottish immigrants to New Zealand. It discusses the origins of migrants from Scotland highlighting that they were most likely to be from the West Lowland area, urbanised and have agricultural fathers, for the migration period that I am interested in. I will use this book to establish how 'typical' the Scots were who came on the Waikato Immigration Scheme.

- Galbreath, Alasdair, 'A Forgotten Plantation: The Irish in Pukekohe, 1865-1900', in *The Irish in New Zealand: Historical Contexts and Perspectives*, edited by Brad Patterson (Wellington: Stout Research Centre, 2002)

This chapter was my initial motivation for this Dissertation. Galbreath makes a detailed study of the Irish in Pukekohe that came on the Waikato Immigration Scheme. He discusses their life in Ireland and South Africa, the migration processes, religious differences and how these manifested in New Zealand and how the interconnections between Ireland and New Zealand were maintained, how connections between families from the immigrant ships were continued after settling in New Zealand and highlights the uniqueness of this Irish settlement that is not typically highlighted as being Irish.

Present Focus: Analysis of the following:

- Atchison, Muriel, *Clevedon Presbyterian Church Centenary 1858-1958* (Clevedon: Clevedon Presbyterian Church, 1958)
- Clark, Jennifer, *Ancestors and Descendants of William and Mary Brown (Carswell) who arrived in New Zealand on the Viola – Kirkintilloch, Glasgow, Papakura, Thames, Waihi* (Auckland: Family Tree Press, 2004) (ISBN 0 476 01080 2. Located NZSG Library (My Ref – WIS1~Viola)
- McGregor, Leslie Wylie, *Seed of a Country – A Story of the Life and Times of John and Janet McGregor* (Australia: Privately Published – Leslie McGregor, 1998) Located in my collection (My Ref – WIS7~ Resolute)
- Murray, Thomas, *A Collection of Memories – Recollections of Otau, Ness Valley, Clevedon and World War One* (Clevedon: Fraser Murray, 1989)
- Sinclair, Mary, *Ninety-nine Year Span: the Story of Hugh and Catherine, the Ness Valley MacKenzies* (Auckland: Mary Sinclair, 1980)

These books are all providing a base for the case studies I am constructing for the Dissertation. The family history books often provide detailed information about their ancestors' lives in Scotland, the decision to migrate to New Zealand and how they settled into life in a new and undeveloped country so far from home. The church history shows

how the families settled and became established in New Zealand and discusses the traditions from home that continued and were adapted for the new country.

Work To Be Done

Some further research on immigration records is needed to establish how later family members came to New Zealand, whether they were nominated by family already in New Zealand or came by private means.

Complete analysis of case studies in respect to analytical questions.

Working towards establishing a fuller understanding of the role of the emigrant agent, Archibald Clark, in Scotland and his connections and motivations in this role.

Interloan Auckland Provincial Journals for the relevant time period to review information about the emigrant agent and how the Waikato Immigration Scheme was implemented.
Writing the Dissertation.

Tentative conclusions

At this stage, the case studies are showing how closely these migrants were interconnected, not only immediately after their arrival but also into the next generation maintaining links with family members and other families who sailed on the same ships as their parents. Some families show a relinking after arriving in New Zealand at different times and eventually farming near to each other many years after leaving Scotland.

As I look more closely at the role and background of the immigration agent in Glasgow I am finding he had already lived for an extended period in New Zealand and had close connections to the Provincial Government promoting the scheme as well as close connections to the Presbyterian Church in Auckland. The role of this agent is proving to be particularly relevant to this part of the scheme.

It seems likely that the work of Phillips and Hearn is supported by study of the immigrants of this scheme; the immigrants that I have examined so far were from the West Lowlands based in Glasgow and their fathers were either agricultural workers or working in weaving cottage industries.

Suggestions for structuring the dissertation

The dissertation should be between 7000 -7,500 words.

The main body of your work may be divided into sections with sub-headings, but this will depend on your topic and your judgments about optimal presentation. Whatever your decision about formal divisions in your chapter, you need to organize your material into at least three 'sections':

- An **introductory** section, which sets out
 - Research aims (and/or purpose)
 - Central proposition ('point of view' or thesis)
 - Research context – including reference to secondary literature/theoretical perspectives (will probably include the 'case' for your research, which is likely, also to be intimated by your purpose)
 - Major research question(s)
 - Methodology and sources

- An **analytical** section, which
 - Shows your findings in appropriate detail
 - Links arguments and ideas with each other and with your evidence
 - Interweaves the evidence and theories of other scholars when appropriate
 - Indicates new questions and perhaps unexpected developments in your argument.

A useful analytical structure to impose on your material is the organization of evidence and ideas in order to answer research questions. But there are no set 'rules' and there is definitely scope for creativity here. For example, you may include descriptive and narrative modes of historical writing as well as exposition and argument.

- A **concluding** section, which will state
 - Key findings – a compact summation of what has been set out in detail in the previous section – linking these as far as possible with the central proposition and the major research question(s) posed in the introduction
 - Scholarly contribution: why your study adds value to the corpus of historical writing. In what ways is your work original? For example: topic definition; new sources; methodology; etc. Your own evaluation of your research.
Research on this topic (or related topics) still outstanding

Suggestions for the abstract

An abstract is a brief statement or summary of a research article or conference presentation or thesis dissertation or essay, which serves to answer the following question: *what is this presentation (or publication or report) all about?* Like the publisher's blurb written on the flyleaf of a book, the abstract aims to entice its reader to participate in the fuller version of the presentation, in whatever form that may take: essential information is imparted but not too much is given away.

Abstracts of academic dissertations are usually about 300-500 words and incorporate the essential 'thesis' or point of view of the researcher. These abstracts, like those written to summarise research articles in academic journals, should answer the following question: *what does this dissertation (or article) argue or prove or contend?*

Some or all of the following are included in abstracts:

- An indicative title for the project or presentation – giving clue to argument or area of study (may be posed as a question)
- Project rationale – academic context; aims of the research
- Theoretical perspectives
- Leading hypothesis or a thesis
- Key research question(s)
- Research methodology underpinning research, research strategies
- Key aspects of argument or structure of forthcoming presentation

Don't pre-empt too much of what you are going to write or say in the fuller report of your work. Tell the reader what your research is about, your aims and how you go about fulfilling them. But try to avoid giving away all your conclusions.

[Sample title page layout]

**Reconsidering Masculinities in Early
Twentieth-Century King Country: The Role of
Religious Ideas in Shaping Identities**

**By
Heather Duff**

**An Dissertation submitted to the History Programme
in fulfilment of the requirements of
the HIST591 Dissertation**

**University of Waikato
2004**

**History Programme, The University of Waikato
HIST591A & B: Dissertation**

**Author's Declaration
2011**

I,, declare that the Dissertation, presented in fulfilment of the requirements of the course stated above, is all my own work.

I understand that copies of my Dissertation will be held by the History Programme, University of Waikato and at the University Library, University of Waikato. Bona fide researchers, students and teachers will be permitted to consult my unpublished work from time to time.

Signature

Date

Examples of History Directed Studies which have been completed since 2004

Armstrong, John, ‘“Sixty Feet Under”: A Preliminary Study of Lowburn: Place, Identity and History’

Burke, Lorelle, ‘“There is too much “taihoa”’: The Native Townships Act 1910’

Chester, Nicholas, ‘“Worth Leaving Home For”: US Fast Food Restaurants in New Zealand, 1971- 96’

Duff, Heather, ‘Reconsidering Masculinities in Early Twentieth-Century King Country: The Role of Religious Ideas in Shaping Identities’

Heine, Jessica, ‘“Born to Serve”?: The Methodist Deaconesses' Mission to King Country Māori, 1930-44’

Hoult, Adrienne, ‘The nature of cultural encounter in the Waitomo district, 1890-1930’

Loveridge, Steven, ‘Commercial and Cultural Transmission: An Inquiry into How the Crusades Altered Europe’

Mahuika, Nepia, ‘Whaia te huarahi tika’: Pathways to Researching iwi/Māori histories.

McKeown, Luke, ‘The Great Peloponnesian War: The Strategy of Sparta and her allies’

Nicholson, Mary, ‘An Enquiry into the Life, Work and Times of Charlotte Brown Te Papa Mission House, 1838-55’

Old, Lucille, ‘Locating Youth Within New Zealand Histories: A Missing Dimension?’

Powell, Debra, ‘“If Muldoon could get Pregnant”’: Gender, Representation and Power in the New Zealand Abortion Debate, 1970-79’

Remnant, Jacqui, ‘Perceptions of the Past: Creating a Heritage Trail in Hamilton East’

Robertson, Jennifer, ‘Masculinity in Museums. A Case Study of Gender Construction’

Spooner, Emma, ‘“The mind is thoroughly unhinged”’: Reading the Auckland Asylum Archive, New Zealand, 1900-1910’