

Guide to Graduate and Postgraduate Research

History Programme
School of Social Sciences



WELCOME

Welcome to graduate study in the History Programme. Our graduate students make a highly valued contribution to the intellectual life and research culture within the Faculty. Your decision to study at this advanced level is one that we look forward to supporting in a stimulating and lively learning environment.

Our Waikato graduate programme emphasizes the intellectual and methodological challenges facing twenty-first century historians. We approach these through a wide range of taught papers and supervised research projects. In addition to the friendships and fun, graduates gain advanced research, analytical and communication skills, all of which are in high demand in a variety of jobs, such as: policy analysis, teaching, journalism, public relations, administration, applied research, and as professional historians.

Enjoy what may well prove to be the most demanding, exciting, exhausting and fulfilling period of your academic life so far.

Rosalind McClean
Graduate Adviser from June, 2010

This Programme booklet complements information that is set out in the *Graduate Handbook for the Faculty of Arts and Social Sciences* (2010 edition). PLEASE ENSURE THAT YOU OBTAIN A COPY OF THAT PUBLICATION FROM THE FACULTY INFORMATION CENTRE.

ESSENTIAL INFORMATION GUIDES: ELECTRONIC

Note particularly the items in bold since *all candidates* for an MA or MSocSc will need to access this information at various stages throughout the year.

FASS:

Bookmark <http://www.waikato.ac.nz/wfass/resources/> for the Faculty's additional range of helpful information for graduate study (listed under Graduate and Postgraduate Students), including details on:

- **The Graduate Guide to Masters Theses and Dissertations** (*essential reading for details on the supervision, submission and examination processes*)
- Honours and Masters Thesis Awards
- FASS Policy on funding for graduate and postgraduate student research
- Ethical considerations

UNIVERSITY LIBRARY:

Bookmark http://www.waikato.ac.nz/library/resources/adt_front.shtml for the two guidelines that you will need to follow:

- **Writing and Submitting a Dissertation or Thesis at the University of Waikato**
- **Deposit your Digital Thesis**

HISTORY PROGRAMME:

See the Programme's website, www.waikato.ac.nz/wfass/subjects/history/, under Resources, for electronic versions of the:

- **MA & MSocSc Dissertation-Thesis Proposal form**
- **Masters Progress Report**
- HIST591 Dissertation-Administrative form (to be used for all 591 proposals)
- HIST590 Course Outline

SCHOLARSHIPS:

Bookmark the Scholarships Office homepage www.waikato.ac.nz/scholarships and note particularly the Scholarships and Prizes page, for both UOW and other scholarships.

http://www.waikato.ac.nz/research/scholarships/scholarships_and_prizes.shtml

Information on closing dates is normally circulated monthly. Also see <http://www.waikato.ac.nz/wfass/student/graduate/awards/>

OFFICIAL REGULATIONS

The official Regulations for Graduate Degrees are printed in the current edition of the *University of Waikato Calendar* <http://calendar.waikato.ac.nz/>

Section A

Finding out about Graduate study

WHAT DOES GRADUATE STUDY INVOLVE?

Programme expectations about graduate level study are very much in accord with those outlined in the *Faculty Graduate Handbook*.

At graduate level, students begin to enjoy intellectual independence. They learn to engage critically with scholarship in specialized areas of their major subject, and to produce their own independent research work. Whereas undergraduate study relies heavily on secondary accounts and summaries provided by lecturers and texts, graduate students begin to produce their own accounts of their fields of study. To succeed at this level, students need to be highly motivated, hard working, and willing to take an active role in debate both in class and on paper.

The standards of work expected of graduate students reflect this expectation of intellectual independence. In general, students engaged in graduate level study will learn to demonstrate that they:

- are conversant with major theories, key debates and bodies of research in the topic area of their paper(s) and/or discipline(s);
- possess a high level of critical awareness of research design and techniques;
- can assume various theoretical positions and use these to critique other positions and arguments;
- can read beyond minimum requirements and are able to find relevant resources independently using Library systems and other sources;
- can write in a scholarly manner using an accepted method of referencing.

To gain high grades, however, graduate students need to learn to do a little more. They should:

- begin to generate original arguments, research topics and questions, to locate these within scholarly debate in the literature of the topic area, and to suggest methods of researching these topics and questions;
- produce written work of a quality approaching that of articles published in refereed journals.

HOW DOES GRADUATE STUDY DIFFER FROM UNDERGRADUATE?

Some observations from recent History graduates:

- Closer involvement with lecturers and classmates
- A lively and enabling environment in which to work
- Enhanced research, writing and oral communication skills
- Smaller classes encourage in-depth questions and analysis
- Designated space to study and socialise in the Programme
- More time to read, think, and reflect on emerging conclusions
- A chance to develop and work on an independent research project
- Involvement in Programme activities, and a greater sense of belonging
- Graduate study is more theory-based. You learn about the ideas that have influenced past and present historical scholarship

DOES GRADUATE STUDY CHALLENGE YOUR WAY OF THINKING?

Some responses from current graduates:

- ‘Developing our critical thinking and analytical skills makes us more likely to question accepted views.’
- ‘It’s challenging to try to understand where people’s attitudes came from and how certain patterns of thinking have changed over time.’
- ‘Through the use of theory, we can see more clearly how contemporary perspectives have evolved. For example, the thinking and writing behind feminist/gender identity allows us to understand women’s rights and the movements of previous decades.’
- ‘Being reflective makes us more aware of our own points of view.’
- ‘Graduate study really challenges you to develop intellectually.’

WILL GRADUATE STUDY ENHANCE YOUR CAREER PROSPECTS?

- See the **Careers** page on the History website for comments from recent graduates (all employed) www.waikato.ac.nz/wfass/subjects/history/careers.shtml
- Read the Faculty Graduate Profiles on Arts and Social Science graduates (History and other subjects) on the FASS website www.waikato.ac.nz/wfass/careers/

Honours: The first year of graduate study (120 points)

Admission to the BAHons or BSocScHons, requires at least a B average in History in your best three papers at third year level and a major in History. If you have double-majored for your undergraduate degree, you may include up to 60 points from that second subject to make up the 120 points required for the Honours qualification.

The Honours degree can be taken in a single year of full-time study or spread over several years of part-time study.

- There are two compulsory papers in the Honours programme for History majors and those intending to pursue a Masters degree in History: **HIST506: History and Theory** (30 points) and for students enrolling after 2011, **HIST591: Dissertation**. For students enrolling prior to 2011, the **HIST590** is highly recommended as an equivalent alternative.
- The remaining 60 points is made up from the range of 30 and 15-point papers on offer in any one year.

Masters: The second year of graduate study (120 points)

Admission to the MA or MSocSc programme normally requires a B+ average in papers for BAHons or BSocScHons.

The Masters degree can be taken in a single year of full-time study or spread over several years of part-time study but the degree must be completed within four years of first enrolment.

- For an MA or MSocSc, you must include in your programme of study a dissertation (HIST592) worth at least 60 points or two papers. The History Programme generally recommends that you complete a more substantial thesis worth 90 points (HIST593), or 120 points (HIST594).

Higher degrees: Several years of postgraduate study

The Master of Philosophy (MPhil) and Doctor of Philosophy in History (PhD) are **higher degrees**, awarded entirely on the basis of **postgraduate research** submitted as a thesis. (The MPhil ranks higher than other Masters degrees but is a lesser qualification than the PhD.)

Entry into either of these higher degrees normally requires a graduate to have completed an MA or MSocSc degree, which included a substantial research component, with First or Second Class Honours (Division 1).

Since graduate, not postgraduate, research is the focus of this Guide, for further information about these higher degrees, see

www.waikato.ac.nz/wfass/qualifications/phd-mphil/

Fees and other requirements are outlined on

www.waikato.ac.nz/asd/groups/postgrad.shtml

(And just in case the distinction between graduate and postgraduate seem confusing, the term 'graduate' refers to a student who has been awarded an undergraduate degree. During enrolment for Honours and Masters, you are a graduate student. The term postgraduate only applies to a student who has been awarded a Masters degree and is currently enrolled for an MPhil or PhD.)

OVERALL GRADES AWARDED AT GRADUATE LEVEL

First Class Honours, i.e. a pass in the A range, is awarded for an overall grade average of 75% and higher

Second Class Honours, Division 1, means an overall grade average of 68% - 74%

Second Class Honours, Division 2, is awarded for an overall grade average of 60% – 67%

A graduate degree awarded without any class of Honours means a grade average of 50-59%.

OBTAINING GRADUATE PROGRAMME ADVICE

Initial information sessions about graduate-level study are normally held near the end of each teaching semester and students are encouraged to talk informally with current Graduates, lecturers, Faculty and Programme graduate advisers, and fellow students. Reading the latest edition of the *Faculty Graduate Handbook* should provide answers for any administrative or procedural questions.

The Programme's Graduate Adviser is generally available in regular office hours throughout the year to answer specific queries, canvass programme and timetable options, give advice and generally guide you through the process of making a decision about going

on to graduate study. If specific information on the details of papers is sought, contact the relevant lecturers directly.

Before proceeding to formal enrolment you will need to have your proposed programme approved by the History Graduate Adviser. It is preferable to complete this process at least 2 months in advance of your intended enrolment.

- If you have the required undergraduate grade average and your Honours programme is built entirely around taught paper options, enrolment should be a very straightforward process.
- **For enrolment in the research option HIST590**, please see the relevant guidelines on the programme's website and speak to a lecturer/potential supervisor/the graduate advisor about your proposed project. To avoid difficulties you will need to plan your work and submit details of your proposal on the appropriate form well before the beginning of the semester/final date for formal enrolment. In lieu of a full research proposal, HIST590 candidates are asked to submit a progress report to the History Graduate Adviser at the end of the teaching week that precedes the mid-semester study break. For HIST590 course outline 2010:
<http://www.waikato.ac.nz/wfass/subjects/history/gradinfo/590-outline.pdf>
- **Enrolment in HIST591 is provisional until you have submitted a formal research proposal, developed in cooperation with a staff member who is willing to supervise the study.** Preparing the application takes a good deal of consultation, time and effort and you may have to amend your drafts several times in the light of staff feedback. Make sure that you have completed this process satisfactorily well before the start of official enrolment.
- Similarly, any Honours graduate planning to undertake, at Masters level, a two-paper dissertation (HIST592) or a three or four - paper thesis (HIST593/594), must formulate a detailed research proposal in collaboration with a potential supervisor, and submit it to the Graduate Adviser for review and approval. Again, the preparation of a full proposal is a lengthy process, requiring extensive revision at the draft stage. Examples of proposals completed in previous years can be viewed with the Graduate Adviser.
- Research Proposal forms and guidelines (590/591/592/593/594) are on the History Programme's website. Go to www.waikato.ac.nz/wfass/subjects/history/ and click on Resources, then under the relevant paper option.

See Section C of this handbook for more detailed advice on choosing a research topic

Section B

Details of the History Graduate Programme 2010

PAPER OFFERINGS 2010

Confirmation of programme of study

The information given here is accurate at the time of printing but formal advice on required assignments will be provided in the detailed Paper Outlines at the beginning of each teaching semester. Consult the online timetable in case there have been some changes to times and room allocations. <http://timetable.waikato.ac.nz>

2010 GRADUATE PROGRAMME

For BA(Hons) or BSocSc(Hons) 120 points

Compulsory for History Majors

HIST506 History and Theory (30 points)

HIST591 Dissertation (30 points)

Papers offered in 2010

HIST505-10B (HAM) United States Cultural History (15 points)

HIST506-10A (HAM) History and Theory (30 points)

HIST511-10A (HAM) Gardens, Environments and Peoples (15 points)

HIST526-10B (HAM) Oral History (30 points)

HIST530-10Y (HAM) History of Strategy (30 points)

HIST539-10A (HAM) Social and Cultural Histories of Aotearoa/New Zealand (15 points)

HIST590-10A (HAM) & 10B (HAM) Directed Study (30 points)

HIST591-10C (HAM) Dissertation (30 points)

Detailed descriptions of these papers can be obtained from the Programme Administrator (J.3.25)

Examples of HIST590 Directed Studies which have been completed 2004-2008:

- 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’
- Wickham, Theodora, ‘An Analysis of the Early Life and Thought of William Godwin (1756-1836) with Special Emphasis on his Religious Development’

THESES AND DISSERTATIONS

The word 'thesis' is popularly used in a generic manner to refer to research projects presented for MA and MSocSc degrees, whether equivalent to two, three or four papers. However, the University regulations distinguish between these projects by using the word 'dissertation' to refer to research projects equivalent to two papers, and the word 'thesis' to refer to research projects equivalent to three and four papers. ('Thesis' is also used for research projects submitted for higher degrees.) These are always externally examined.

The dimensions of dissertations and theses differ according to the number of papers to which they are equivalent:

Dissertation (2 papers)	12 -15,000 words maximum
Thesis (3 papers)	19 - 22,000 words maximum
Thesis (4 papers)	25 - 30,000 words maximum

The number of words refers only to the substantive text of the thesis, and excludes footnotes/endnotes , the list of sources, and the text of any appendices.

While students who complete a **three or four-paper thesis** are required to submit **three bound copies to the Assessment Office, Gateway, and a copy in digital format to the Library**, students who complete a two-paper dissertation are required to submit only two copies (soft or hard bound) to the History Programme, not Gateway. However, the History Programme has decided that **students enrolled for a dissertation must submit three copies**, and the Programme will meet the copying and binding cost of the third copy. As with theses, one copy of the dissertation will be placed in the University Library. (See the on-line *FASS Graduate Guide* for full details on the submission process.)

(<http://www.waikato.ac.nz/wfass/student/graduate/>)

NB Students submitting theses should consult with the History Subject Librarian Jenny McGhee (jmcghee@waikato.ac.nz), especially with regard to the digital copy.

Masters only:

HIST592-10C (HAM) Dissertation (60 points)

HIST593-10C (HAM) Thesis (90 points)

HIST594-10C (HAM) History Thesis (120 points)

Candidates for a Masters thesis can commence at any stage of the year (hence the C designation), with the thesis due for submission 12 months from the first day of enrolment.

CRITERIA BY WHICH EXAMINERS ASSESS A THESIS

The Guidelines to Examiners (See the on-line *FASS Graduate Guide*) note that candidates for a Masters degree are expected to demonstrate an ability to undertake a research project of appropriate size and to evaluate research critically. Not all of the criteria listed below are given equal weight. Of greatest significance is the quality of the research done and, where relevant, the integrity of the methodology used and the candidate's ability to evaluate his/her own research critically in the context of the relevant literature. Poor presentation generally results in a lower mark.

Examiners are normally asked to make general comments on whether:

- the thesis or dissertation provides a study of the topic appropriate for Masters level
- the candidate shows appropriate familiarity with, and understanding of, the relevant literature. Where appropriate, the thesis or dissertation should contain a critical review of the literature on the subject that leads clearly into the aims and the objectives of the research.
- the thesis or dissertation clearly sets out a research aim, hypothesis or initial intention
- the research methodologies are appropriate and adequate for the subject matter and are properly applied
- the research findings are, where relevant, suitably analysed, outlined, and accompanied by adequate exposition. Where relevant, the materials and methods used should be set out in sufficient detail so that the work could be repeated by another person. Tables, graphs and figures should be well presented, accurate and concise. Suitable techniques should have been used to evaluate the results.
- the thesis or dissertation as a whole makes an appropriate contribution to the knowledge of the subject with which it deals and shows that the candidate understands the relationship between the content of the thesis and the wider context of knowledge to which it belongs. The thesis or dissertation should provide new understanding of the subject with which it deals.
- the quality of the language expression, and general presentation of the thesis is satisfactory. The thesis or dissertation should be clear, accurate, cogent, and concise. It is to be free of typographical errors, errors of spelling and language construction; and the work should be suitably documented and citations correct in every detail. Although there is no prescribed standard method of setting out a reference list, the method adopted should be uniform throughout. History specifies the use of the MHRA style.

Examples of MA dissertations and theses that have been undertaken 2004 -2008:

MA/MSocSc (completed)

- Barclay, Kim, 'The Press and the Presidency: A Historical Analysis of Press Biases During the Impeachment and the Trial of William Jefferson Clinton'
- Burke, Christopher, "'Diversity or Perversity'? Investigating queer narratives, resistance, and representation in Aotearoa/ New Zealand, 1948-2000'
- Burke, Lorelle, 'Maori Patients in the Auckland Lunatic Asylum, 1860 – 1900'
- Duff, Heather, "'The Cult of Cleanliness?': Discourses of "Domestic Hygiene" in 1920s New Zealand'
- Heine, Jessica, 'Colonial Anxieties and the Construction of Identities: the Employment of Maori Women in Chinese Market Gardens, Auckland, 1929'
- Hoult, Adrienne, 'Institutional Responses to Mental Deficiency in New Zealand, 1911-1935: Tokanui Mental Hospital'
- Mahuika, Nepia, "'Being Maori Tuturu?": Maori Life Narratives and Contemporary Identities'
- McKeown, Luke, '(Re)presenting the Past: Historiographical and Theoretical Implications of the Historical Docudrama'
- Morgan, Suzanne, 'Aspects of Mary Wollstonecraft's Religious Thought'
- Powell, Debra, "'It was hard to die frae home": Death, Grief and Mourning among Scottish Migrants to New Zealand, 1840-1890'
- Robertson, Jennifer, 'Unsettled, Excited and Quarrelsome': The Intersection of Violence, Families and Lunacy at the Auckland Asylum, 1890 – 1910
- Rule, Jeffrey, "'The MAN from the Future": Traces of Masculinity and Modernity from Hamilton in the 1960s'
- Spooner, Emma, 'Digging for the Families of the "Mad" ': Locating the Family in the Auckland Asylum Archives, 1870 - 1911

Section C:

Research Possibilities

CHOOSING A RESEARCH TOPIC

Selecting a viable **topic** and formulating a **detailed research proposal** before enrolment are essential for the successful completion of research. The Programme places a strong emphasis on these crucial aspects of the research process and provides guidance at all stages.

It is important to choose and define a topic for which **sources are accessible** and **supervision is available** and which is **compact enough** to be completed in time to meet submission requirements.

While it is desirable that students are enthused about their topics for research, it is necessary to remember that **preparing a research essay or dissertation or thesis is a scholarly apprenticeship and not a life's work**. Some of the best graduate and postgraduate research projects are inspired by major themes and big questions in international historical literature but the issues are applied locally and tested for restricted timeframes. This does not mean that students are limited to researching local or New Zealand topics. **International topics can be pursued using the printed and microfilm collections in the university library** and the expansion of internet resources opens further possibilities.

There are five essential considerations when choosing a research topic.

1. **Are the sources (human, documentary, published, unpublished) accessible, as well as available?** There may be interesting materials to explore, but do you have the financial resources to spend time (days? weeks?) in Christchurch or Wellington or even Auckland?
2. **Is an appropriate supervisor available?** A supervisor should have broad familiarity with the field of study and the methodological emphasis proposed.
3. **Is the subject sufficiently compact** for the research, writing and rewriting to be completed by the due date for submission?
4. **Are you enthused by your topic?** A thesis/dissertation means a great deal of very hard work, and it is difficult to see that work through if you are less than enthusiastic about the topic.
5. **Has your topic, or at least the precise angle, been studied before?** Take care to check this before you have advanced too far with your study.

While selecting a topic and developing your proposal:

- Talk with several members of staff about possible topics rather than just one. You may be surprised at the wide range of potential options.
- Check the October issues of the *New Zealand Journal of History* for lists of theses completed and theses in progress at University Departments throughout New Zealand.
- Be aware of staff research leave commitments. Even though all theses will have at least two supervisors, it may not always be practicable for a staff member to continue supervision during a period of leave.

There are **three major principles** that staff will bear in mind when advising students on choice of research topic. The History Programme seeks to encourage:

1. Projects which enable perspectives from international scholarship to be applied to New Zealand and local Waikato case studies
2. Studies which enable graduate students to work in both primary and secondary sources but without prohibitive research costs
3. Topics which build on existing areas of student and staff interest and expertise

RESEARCH PROPOSALS

Time-consuming preparation of a satisfactory research proposal is essential for a successful outcome. Anticipate that your application may go through several drafts before the Programme agrees that the proposal is acceptable as the basis for a dissertation/thesis.

No formal work may begin on a thesis/dissertation (other than preliminary explorations to establish the viability of the topic) until the proposal has been approved by the Programme's Graduate Adviser, in consultation with colleagues.

Research Proposals: HIST590 - 594

It is important to discuss any proposed topic for a **590: Directed Study** or a **Masters thesis** with members of staff and the graduate adviser **before** making a formal application to proceed.

HIST590: After receiving initial feedback and advice, the graduate student should formulate a Directed Study application in collaboration with a staff member, and submit it to the Graduate Adviser for approval. The relevant forms and guidelines may be downloaded from the web: go to <http://www.waikato.ac.nz/wfass/subjects/history/> under the heading 'Graduate Information' on the Resources page.

Students who intend to enrol for HIST592C, HIST593C or HIST594C for either an MA or MSocSc **are strongly recommended to complete a carefully formulated and detailed research proposal at least two months prior to the commencement of their formal studies.** The *MA/MSocSc History Dissertation/Thesis Proposal Form* can be downloaded from the web: go to <http://www.waikato.ac.nz/wfass/subjects/history/> under the heading 'Graduate Information' on the Resources page.

SUPERVISION

All students doing research in History at graduate or postgraduate level work closely with one or more **supervisors** who have expertise or special interest in the student's chosen subject area. When the Programme agrees that the formal research application/proposal provides a realistic basis for a directed study, dissertation or a thesis, the student is able to enrol, and supervisors are formally appointed.

LOCAL RESOURCES FOR RESEARCH

There are rich sources for historical research readily accessible to students studying at the University of Waikato. Indeed, there are a number of major archival collections held in local institutions, which have seldom been accessed for serious historical research.

1. The **New Zealand Collection** located on the third floor of the **University of Waikato Library** houses a wide range of published and unpublished resources relating to New Zealand.

(See <http://www.waikato.ac.nz/library/resources/nzc>)

Most official and government publications can be found here: including *Gazettes*, *Appendices to the Journals of the House of Representatives*, *Year Books*, *Statutes of New Zealand*, reports on Royal Commissions, the *Census* and many other statistical compilations. Reports of the Waitangi Tribunal, Maori Land Court Records, a wide range of newspapers (including Maori language newspapers) are available in the library, either in hard copy, on microfiche and, increasingly, through the internet.

The best introduction to these resources and to many others, including New Zealand digital resources, is the *Green Guide: Te Arahi Kakariki* (available for \$10 from the New Zealand Collection information desk.) See Section Three for on-line sources.

The New Zealand Collection also holds copies on microfiche of nominal listings of individuals and a range of other resources copied from the collections of the Alexander Turnbull Library. Examples include: 'New Zealand Biographical Clippings, 1890-1988' (a compilation of obituaries from New Zealand newspapers); an index to the *New Zealand Listener*; also full text of '*The White Ribbon: The Journal of the Women's Christian Temperance Union*. Magazines, postcards, photographs, booklets, school textbooks and 'readers' are examples of the many types of source material available in the New Zealand collection. Students studying New Zealand topics should arrange a meeting with one of the New Zealand Room librarians after first consulting catalogues and the *Green Guide* and exploring the open shelves of the collection for themselves.

The University of Waikato's historical **archive** collection includes the

- Anti-apartheid and race relations archive. c. 1969-1982 (Michael Law Collection)
- Rosemary Seymour Collection, an archive of materials relating to women's affairs between about 1966 and 1984
- Minute Book of Gabriel Elliott, Native Agent in Te Kuiti, , 1840s-1860
- Ringatu Church papers
- Bishop Selwyn Collection, mainly letters written in Maori (typed and translated copies available), c.1842-1872
- Sim Commission Papers (pertain to confiscated lands – Waikato, Tauranga and Bay of Plenty)

Resources pertaining to places other than New Zealand are available in print or on microfilm and microfiche at the University Library. Consult the university catalogue and the history teaching staff specialists in these areas. Copies of printed documents as well as secondary materials unavailable at the university library often can be procured using library interloan and copying facilities.

2. The **Hamilton Central Library** (third floor, Reference section) holds manuscripts and archives and oral history collections pertaining to local and regional history.

It has recently acquired the **Waikato Museum's library**, which includes manuscripts and archives and oral history collections. It includes, for example, archives of the local Nursing Association, records of Country Women's Institutes, papers of prominent Waikato historians , World War One correspondence, architects' and artists' files; also collected newspaper and other cuttings on a wide range of local individuals and events. Most of the Museum's collection is not catalogued. In addition there is a large collection of over 12,000 historical photographs and some video/film resources.

Hamilton City Libraries (a collective group) has an archivist based at the Central Library, who is responsible primarily for local Council records. See the [Register of Archives and Manuscripts at Hamilton City Libraries](#) for an introduction to the archives collection held at the Central Library, or else explore the on-line catalogue under subject headings (<http://www.hpl.govt.nz>). Records of community groups and private papers, also some businesses, are included in the Central Library's manuscripts and archives collection. **A comprehensive Programme index to these materials is held in the History Graduate Room, J3 08C.** Local repositories are continually adding to the Library's collections. Hamilton City Libraries also publishes a short booklet indicating archives still held by community groups and institutions (i.e. outside of the library itself) and available to researchers on request.

Local newspapers are a rich resource held in public libraries. For example the Hamilton Central Library has copies of the *Waikato Times* from 1872 onwards. Rates books, valuation records and electoral rolls are available, as well as the major Waikato magazines and journals. Collections of ephemera including broadsheets, advertising, concert programmes, exhibition catalogues, menus and calendars are available for inspection. Contact the Archivist or Head of Reference for assistance and advice, once you have undertaken a comprehensive preliminary exploration of the catalogue.

3. On-line National and international newspapers: The National Library website, PapersPast, enables electronic access to over 1 million pages from 41 different nineteenth century NZ newspapers; while *The Times Digital Archive* contains full text, advertisement and illustration for the period 1785 – 1985. See *Te Arahi Kakariki*, Section Three, for details. The New Zealand Collection is currently compiling a digital index to New Zealand articles and engravings in the nineteenth century *Illustrated London News* (1842 – 1902).

4. The **Waikato District Health Board Hospital Library** has a large historical collection (c.1000 medical and related texts dating from the late nineteenth century) in addition to a range of archival material. This library has recently been expanded to accommodate researchers. E-mail: library@waikatodhb.govt.nz Tel 07 839 8880 (or do a Google search for Waikato District Health Board)

5. **Local libraries and museums**, such as the Cambridge Public Libraries and the Te Awamutu Public Library and Museum also have archival, photographic and oral history collections, which have been used for local projects, including Tokanui oral histories. See *Archives New Zealand 4. Directory of archives and manuscript repositories in New Zealand ... [and the Pacific]* compiled by Frank Rogers (Plimmerton: Archives Press, 1992) for the most comprehensive listing of resources in local repositories. Other reference works are listed in Section B.i of the *Green Guide: Te Arahi Kakariki*, pp. 14-15.

Cautionary note: No attempt has been made to define the scale of the research possibilities outlined here. The general descriptions should be reviewed carefully, both in terms of the type of research project that you are hoping to undertake, and the key considerations noted on the previous two pages. (Initials refer to staff members with a research interest in the area.)

Sickness and health (JB, CC, NG)

- Medicine-environment connections: medical education and its influence on natural history; ecology and eugenics
- Medical geography: ideas of climate and race in nineteenth century New Zealand; comparative imperial (India, New Zealand, Australia) health histories
- The histories of mental illness, psychiatric medicine and psychiatric institutions, specifically using patient casebooks and patient narratives, also other materials
- Topics with a social history of medicine emphasis or a focus on themes in science and biomedical issues in history that draw on discourse analysis methods
- Health and leisure
- Health and aesthetics
- Health and citizenships

Studies of cultural practices, using published materials or cultural artifacts (NG, RM)

- Changing food and eating habits (using recipe collections and menus)
- National and local festivals (such as Christmas, local parade days)

Welfare (RM, RR)

- Discourses surrounding welfare and need, including the transfer of ideas about welfare from 19thc UK to 19thc NZ
- Welfare organizations (voluntary and state)
- US and NZ welfare

Law and legal studies (GB, CC, DGSS)

- The creation of specific legislation in its social, cultural and political context
- Questions of crime and criminality
- The history of policing in a particular region and period
- The 'law' as an entity and the relationship between law and medicine
- Legal processes and ethnicity
- Desperadoism and deviancy on the Mexican-American border in the late 19thc
- The press and the law in 18thc and early 19thc Britain and Ireland
- The politics of settlement: colonial treaties past and present
- The activities of the Native Land Court and/or Compensation Court
- Aspects of the Treaty claims and settlement process in New Zealand
- Presenting a claim before the Waitangi Tribunal: a case study
- The history of a Treaty claim: a case study (e.g. Tauranga Moana)

Gender topics (JB, CC, NG, RM)

- An exploration of the particular theoretical frameworks offered by historians of gender and others, including feminist historians and theorists
- 'Women's Liberation' in Hamilton (using the Rosemary Seymour Archive)
- Local twentieth century women's organizations
- Discourses of gender in late 18th and 19th century Britain
- Gender and environment: natural history education in schools for boys and girls; masculinity and work; climbing and gender
- Gender and migration
- Gender and evangelical religion
- Gender and style in non-fictional publications in the colonial period
- World War I soldier patients and masculinity
- Representations of gender and fashion/ consumer culture
- Women entrepreneurs in the Waikato region/old Auckland province in the 19th (eg women hotel-keepers)

Public History (GB, JB, CC, NG, RW)

- Medical collections and the exhibition and display of medical or health histories in public places including museums.
- Analysis of the representation of social history in a local museum through displays and/or collections
- Gardens
- History and Film
- Heritage and the memory of 'place': local case studies, also as expressed in 'private' histories, eg, life narratives
- Collective/cultural memory and reshaping the past, esp. the 'private' expression thereof, eg in autobiographical writings and oral history
- Studies in local and regional history, esp. Waikato
- The role of the public historian in a field of public history

Social/cultural (GB, CC, NG, RM, NM)

- Shopping and consumerism
- Colonial or suburban gardening
- Topics about post-war Hamilton
- Hamilton/Waikato local, family and community histories from c 1830s to the present
- Social effects of population change especially for women and families
- Histories of emotions
- Histories of the colonial family
- Oral histories
- Nineteenth century histories of 'place'
- The creation and representation of 'new' landscapes
- Histories of craftwork, the arts, or visual culture
- Culture and citizenships

'Race' and cross cultural encounters (GB, CC, RM, NM)

- Topics concerning 19th century New Zealand
- Colonialism, particularly in relation to health, law and gender
- Presbyterian mission to the Urewera (especially early 20th c)
- Māori and iwi histories
- Cross-cultural representation, especially in comparative contexts
- Raupatu and military settlements in the Waikato Cultural encounters in the Waikato, esp textual expressions of these in private documents c 1833 to about 1880
- The Treaty of Waitangi: past and present

Migration and cultural exchange (GB, RM, NM)

- Scottish migrants and Māori in settler NZ, especially old Auckland province
- Māori origins, myths and traditions
- Music and identity
- Marriage patterns of first generation migrants in old Auckland province
- Ethnicity and associational life in old Auckland province
- Migrant folkways, especially in 19th c NZ
- The 'cultural baggage' of 19th century NZ immigrants
- Changing definitions of 'undesirable' in 20th c NZ immigration legislation
- Experiences of 'foreigners' in late 19th c and early 20th c NZ: immigrants with Middle Eastern or Southern European backgrounds
- Scottish soldier settlement in the Waikato
- Dutch and/or Croatian migration to the Waikato region
- American GIs in Hamilton during World War II
- Histories of Māori and Irish cultural interaction and exchange
- Representations of Māori 'myths', origins and migrations

Politics and society (RM, DGSS, RR)

- Nineteenth century British and Irish politics examined through press and periodicals
- Nineteenth century British and Irish literary and cultural figures
- Labour governments in New Zealand
- The Reform party and government in New Zealand

Intellectual history (JB, GB, CC, NG, DGSS, RW)

- The historiography of the 'body'
- The influence of the Annales' concept of mentalities in English language historiography
- 18th and 19th century strategic and military thought
- Political, moral and religious ideas in later 18th c and early 19th c Britain (using on-line and microfilm resources, as well as republished 'classic' texts in literature, politics and philosophy)
- Romantic era historiography
- Representations of Waikato history in NZ historiography
- The influence of non-conformism in NZ

- Investigation of medical and scientific contribution of former East India Company civil servants and ex-military in New Zealand
- Early Modern cultural and intellectual transfers between China and Europe
- Romanticism and development in New Zealand: did romanticism conflict with ideas of improvement in nineteenth century New Zealand? ; how did early settlers view New Zealand's landscape?
- German and north European science in New Zealand: the contribution of German speaking scientists to knowledge about New Zealand's environment
- Individual and collective biographies
- New Zealand ethnographers
- Biography and the individual
- 'What If?': Counterfactual or Alternate histories (of an event or as a methodology itself)
- Studies in New Zealand historiography
- The influence of aesthetic theories of beautification or the accessibility of culture

Topics concerning the United States (RR)

- The 1960s
- The Reconstruction Period
- Intellectual history
- The Mormon church
- NZ-US links

Environmental Histories (JB)

- Site/Garden histories: mental health landscapes, missionary gardens, Hamilton Botanic Garden, uses of gardens as sites of colonisation or sites of cultural consumption
- River history: Waikato river
- Urban tree planting: local town boards
- Transport and environmental modification: Road Boards and the impact of road-making on environments
- Air and water pollution: problems and legislation
- Local case-study of environmental modification: adopt a micro-history approach, but place such modifications in a comparative context
- Recreation of specific cultural landscapes: Scottish settlers and tree planting
- Exchanges of biota and environmental ideas between different areas: sharing of environmental legislation and ideas between colonial and provincial governments, New Zealand plant introduction overseas
- Artistic representations of environments: female flower painters, colonial botanists and surveyors

For further topics on environmental history, please refer to the website:

http://cres10.anu.edu.au/environhist/nznews06august_beattie.pdf

Note: The above listing is not prescriptive, though it does indicate the major areas of staff expertise and current research interests. The range of possible research topics is as dependent on student initiative, application, and skill as it is on the availability of resources and appropriate supervision. *Approval of all research proposals is dependent upon suitable supervision being arranged, possibly with the involvement of a staff member from another programme. The decision of the History Programme Convenor is final in this matter.*

Dr James Beattie (JB)

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Web page: <http://www.waikato.ac.nz/wfass/subjects/history/people/james/>

Profile:

James Beattie BA (Hons) and Ph.D. *Otago* specialises in environmental history, garden history and the history of scientific, health and environmental ideas, and the global connections between health, aesthetics, environment and conservation in the nineteenth century. Currently he is working on a book, provisionally entitled *Empire and Environmental Anxiety, 1800-1920*, to be published by Palgrave Macmillan. He teaches HIST100: World History, 600-1900 CE; [HIST206](#): History in Practice: Historical Methods and Research; [HIST 318](#): Science and Empire, 17602-1920s; [HIST502](#): Historical Research Methodologies.

Recent Publications include:

Editor, 蘭園 *Lan Yuan - The Garden of Enlightenment: Essays on the intellectual, cultural, and architectural background to the Dunedin Chinese Garden* (Hamilton: New Zealand Asian Studies Society; Dunedin Chinese Gardens Trust, 2008); 'Colonial Geographies of Settlement: Vegetation, Towns, Disease and Well-Being in Aotearoa/New Zealand, 1830s-1930s', *Environment and History*, 14, 4 (November, 2008), pp. 583-610; 'Tropical Asia and Temperate New Zealand: Health and Conservation Connections, 1840-1920', in Brian Moloughney and Henry Johnson, eds., *Asia in the Making of New Zealand*, Auckland, 2007, pp.36-57; 'Alfred Sharpe, Australasia, and Ruskin', *Journal of New Zealand Art History*, 27 (December, 2006), pp.38-56; 'W.L. Lindsay, Scottish Environmentalism, and the "improvement" of nineteenth-century New Zealand', in Tony Ballantyne and Judith A. Bennett, eds., *Landscape/Community: Perspectives from New Zealand History*, Dunedin, 2005, pp.43-56; 'Rethinking Science, Religion and Nature in Environmental History: Drought in Early Twentieth-Century New Zealand', 'Special Issue: The Frontiers of Environmental History'/'Sonderheft: Umweltgeschichte in der Erweiterung', *Historical Social Research/Historische Sozialforschung*, 29, 3 (November, 2004), pp.82-103.

Message to graduate researchers:

New Zealand offers fascinating opportunities to explore totally new areas of research, re-examine existing ones and to apply ideas from around the world to particular periods or regions. I would be delighted to work with students exploring topics in environmental history, the history of science and garden history principally of the nineteenth and early twentieth centuries. I am particularly interested in trans-national or comparative approaches between New Zealand and elsewhere. I would also be keen to explore the crossover between medical and natural history in the nineteenth and twentieth centuries, as well as topics such as museum displays of natural history, the relationship between religion and nature, and landscape representations.

Professor Giselle Byrnes (GB)

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Web page: <http://www.waikato.ac.nz/wfass/subjects/history/people/giselle/>

Profile:

Giselle Byrnes BA, MA *Waikato* and PhD *Auckland*, teaches New Zealand history, encounter histories, histories of colonisation, and social and cultural histories. Her teaching and research covers a wide range of topics in New Zealand history and broadly addresses colonial and post-colonial relationships and trans-national and comparative histories. Other areas of expertise include Maori histories, cross-cultural histories and the Treaty of Waitangi. Giselle also has an active interest in public history and heritage and the Treaty claims and settlement process.

Recent publications include:

'What if the Treaty of Waitangi had not been signed on 6 February 1840?', in S. Levine, *New Zealand as it Might Have Been*, Wellington, 2006; 'Relic of 1840' or founding document? The Treaty, the Tribunal and concepts of time', *Kōtuitui: New Zealand Journal of Social Sciences Online*, 2006; 'Nation and Identity in the Waitangi Tribunal Reports', in Liu, McCreanor, MacIntosh and Teaiwa, *New Zealand Identities: Departures and Destinations*, Wellington, 2005; *The Waitangi Tribunal and New Zealand History*, Oxford University Press, Melbourne, 2004; *Boundary markers: Land surveying and the colonisation of New Zealand*, Wellington, 2001.

Message to graduate researchers:

I am currently working on three projects. The first, *The New Oxford History of New Zealand* (forthcoming early 2009), is a multi-authored revisionist history of New Zealand which tests the limits of the nation-state and the idea of national identity as the key determinants in shaping historical experiences in New Zealand. The second is a study, provisionally entitled 'Paying for the Past? History, Reparation and Guilt', which explores processes of apology and historical restitution in international contexts, with a particular focus on the relationships between indigenous peoples and nation-states. The third project focuses on the work of a group of Pakeha ethnographers in late nineteenth century New Zealand, especially those individuals who shaped various ideas about the nature of Maori society, history and culture. I also have ongoing research interests in public history, collective memory and 'counterfactual' (or 'what if?') historical problems.

I am happy to talk with you about your research and plans for further study and can supervise a wide range of topics in New Zealand history as well as more specific projects in cultural, social and intellectual histories. I am especially interested in topics which consider the experiences of indigenous peoples in comparative contexts.

Dr Cathy Coleborne (CC)

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Profile:

Catharine Coleborne BA(Hons) MA *Melbourne* PhD *La Trobe* teaches Australian history, history of the world in the twentieth century, social and cultural histories, and illness and medicine in history. She is actively researching and publishing in the following areas: aspects of the social and cultural histories of health and medicine, including psychiatry and insanity; legal history including crime, criminality, policing and punishment and imprisonment; colonial histories of the family; cultural encounter; the body; museums and social history including medical history in museums.

Recent publications include:

Reading 'Madness': Gender and difference in the colonial asylum in Victoria, Australia, 1848 - 1880s (API Network: Curtin University Perth, Western Australia, 2007); 'Families, patients and emotions: Asylums for the insane in colonial Australia and New Zealand, 1880s -1910', *Social History of Medicine*, 19 (December 2006); co-edited with Dolly MacKinnon, *'Madness' in Australia: Histories, heritage and the asylum* (Brisbane: University of Queensland Press, 2003). My new book, *'Madness' in the family: Insanity and institutions in the Australasian colonial world 1860s-1914* is under contract with Palgrave Macmillan, Basingstoke and New York, and due to appear in 2010.

Message to graduate researchers :

In recent years I have continued to research in the area of social and cultural histories of 'madness' and psychiatry. I have now obtained two Marsden grants: one for a project on families and mental health authorities in New Zealand and Australia 1860-1914, based on archival research and including three student Masters scholarships; and most recently, a new project with Professor Angela McCarthy at the University of Otago, 'Migration, Ethnicity, and Insanity in New Zealand and Australia, 1860-1910'. This project commences in 2009 and will involve a PhD student in History at Waikato.

I have also played a role in the Australia and New Zealand Law and History Society, running conferences and attending them, since I was a postgraduate student. A future project will focus on crime and the colonial Pacific. So, if you're interested in social and cultural histories of colonial societies including Australia, or in themes like law, gender, health, or in the curiosities of museum collections, I am happy to talk more about research and publishing in these areas! Or to just talk about history research in general.

Tip for graduates and postgraduates: Talk about your work, visit other people in your discipline, go to conferences and try to publish a paper if you can. Get involved! It's very rewarding.

Dr Nadia Gush (NG)

e-mail: nadia@waikato.ac.nz

Web page:

Profile:

Nadia Gush, BFA, BA(Hons), MA *Canterbury*, PhD *Victoria University*, currently teaches an introductory New Zealand history paper (HIST 107) and contributes to other New Zealand and social and cultural history papers offered by the Programme. She specialises in twentieth century New Zealand cultural and women's history, with interests in citizenships and the politics of belonging. Research interests also span the history of feminism, the social history of medicine, art history and art theory, particularly the places where the discourses behind these areas intersect or overlap.

Publications, presentations and research:

'The Beauty of Health: Cora Wilding and the Sunlight League', forthcoming in *New Zealand Journal of History*, April 2009; 'Cultural Fields of the Canterbury Plains: Women and Cultural Citizenship in Canterbury c1890-1940', PhD Thesis, Victoria University of Wellington, 2008; 'Church Furnishings and Ladies' Guilds', *Touchstone*, April 2008, p.15; *An interwar cultural renaissance? Canterbury women and cultural citizenship in the 1920s and 30s*. New Zealand Historical Association, 2007; *Women and Cultural Citizenship in Christchurch*, 'New Historians', Victoria University of Wellington Postgraduate Conference, 2007; *Cleansing the Palette of the Picture Hall: the Mothers' Union, the National Council of Women, and film censorship*, 'New Historians', Victoria University of Wellington Postgraduate Conference, 2006; *Ruskinian feminism, the National Council of the Women of New Zealand, and a cultural utopia*. New Zealand Historical Association, 2005

Message to graduate researchers:

Broadly my interests span the cultural and intellectual history of New Zealand from the 1890s onwards, as well as the diverse gendered politics behind belonging and citizenships, and I am happy to be involved with any research that comes within these general areas. I am particularly interested in supervising projects that straddle more than one area of historical research; projects that explore the ways that ideas, discourses or objects from one field affected ideas, discourses and objects in alien fields. My own research has looked at the way theories of aesthetics have held sway outside of the fine arts and have influenced ideas about belonging in regional communities, the early feminist movement, and ideas about health and wellbeing respectively. I am also available to supervise any projects using material and visual culture as windows into wider social, economic or gendered histories, as well as projects which explore the social, cultural or intellectual history of material and visual cultural objects and practices. I am particularly keen to be involved with projects that seek to broaden our understanding of and ability to talk about, New Zealand women.

Dr Rosalind McClean (RM)

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Web page: <http://www.waikato.ac.nz/wfass/subjects/history/people/rosalind/>

Profile:

Rosalind McClean BA (Hons) Otago PhD *Edin* currently teaches part-time in the Programme. She co-ordinates a course at stage three level (HIST334 World Migrations) and makes contributions to a range of other papers. Her on-going research interests focus on gender, religion and migration in nineteenth-century Scotland and New Zealand. She is currently beginning a number of projects using various forms of life narrative to investigate the role of history and story-telling in the formation and transmission of migrants' identities.

Recent publications and presentations include:

“Writing my history”: Seven Nineteenth-Century Scottish Migrants to New Zealand Revisit Their Pasts’, *Migrations and Identities* 1.1 (2008), 1-18; ‘Places Past: Recollections of Scottish Childhoods in the Life Narratives of Nineteenth Century New Zealand Immigrants’, paper presented at Canadian Historical Association’s 87th Annual General Meeting, University of British Columbia Vancouver, 2 June 2008. ‘Sons and Lovers: Family matters and men in nineteenth century Scotland and New Zealand’, paper delivered to the conference on ‘Scots Abroad: The New Zealand Scots in International Perspective’, Victoria University of Wellington, July, 2006; ‘Dispersion or Diaspora? Scots in Old Auckland Province in the Nineteenth Century’, paper delivered to workshop/symposium on ‘Studying New Zealand’s Scottish Communities’, Stout Centre, Victoria University of Wellington (December 2005); ‘Scottish piety: the Free Church settlement of Otago’, in John Stenhouse and Jane Thomson, eds, *Building God’s Own Country: Historical Essays on Religions in New Zealand* (Dunedin: University of Otago Press, 2004); ‘Reluctant Leavers? Scottish Women and Emigration in the mid-nineteenth century’, in *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, edited by Tom Brooking and Jennie Coleman (Dunedin: Otago University Press, 2003); and ‘How we prepare them in India: British Diasporic Imaginings and Migration to New Zealand’, in *New Zealand Journal of History*, 37 (October 2003). She has also recently published a local Waikato history: *A Stockman’s Gift: Daniel Vickery Bryant and the Bryant Charitable Trusts. A Legacy for Waikato* (Hamilton, DV Bryant Trust, 2007)

Message to graduate researchers:

I am particularly interested to supervise graduate students whose research interests intersect with the themes of migration, religion and/or gender. My on-going research interest concerns the ways that culture moves in the context of human migrations and interactions, and the circulation and exchange of ideas. Much of my present research springs from a Marsden-funded project on migration from Scotland to New Zealand, circa 1840 to 1950, and the transmission and translation of Scottish cultural practices in a New Zealand context. My own work for this project focused on the nineteenth century, and on cultural exchanges in ‘old Auckland province’, including between immigrants from diverse backgrounds and between immigrants and tangata whenua.

In the longer term I am prepared to play a role in the supervision of a wide-range of topics pertaining to the social, cultural or economic history of Britain and/or New Zealand in the nineteenth and twentieth centuries, and also to move beyond those localities and periods. I am interested in popular expressions of religious beliefs over time; also the ways that demographic patterns, such as numbers of children born in families, marriage and migration patterns, or common reasons for death in particular periods and places, tend to influence, or are influenced by, cultural values and systems of belief.

Nēpia Mahuika (NM)

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Web page: <http://www.waikato.ac.nz/wfass/subjects/history/people/nepia/index.shtml>

Profile:

Nēpia Mahuika, BA (Hons), BTchg, MA (Hons) *Waikato* teaches Māori and iwi history, and has a specific interest in historical method, theory, and oral history. His research interests include liberation theories, indigenous oral traditions, colonial encounters, identity construction, and 'intersectionality' including gendered, cultural, and metaphysical 'constructions' of self and history.

Recent research and Publications include:

'Being Māori Tūturu? Māori Life Narratives and Contemporary Identities' (MA thesis: University of Waikato, 2006); 'Constructing Māori Pedagogies' (Auckland: Nga Pae o te Maramatanga, 2004); ' "Whaia Te Huarahi Tika": Pathways to Researching Iwi and Māori Histories' (HIST590: History Programme, 2004); 'Narratives of the Self: Māori Life Histories, Oral Testimony', in *Telling Lives: Essays in Biography and History*, edited by Catherine Colebourne, Mark Houlahan & Hugh Morrison (Departments of History and Humanities: University of Waikato, 2006, forthcoming); 'For King or for Country? Ngāti Maniapoto Participation in World War I', *Waitomo News*, Centenary Edition (2004).

Message to graduate students:

I have a personal interest in Māori and iwi histories, and am particularly interested in the developing methodological and theoretical approaches that inform this area of research. Subsequently, my research has focused on the underlying epistemological concerns surrounding contested bodies of knowledge, the construction of identities, and postcolonial notions of liberation, oppression and resistance.

The place of oral traditions in indigenous history-making is also a significant aspect of my research, and I am especially interested in the comparisons between Māori, Native American, and African oral literatures and traditions. Central to this research is a focus on the similarities and differences between indigenous oral literatures and the growing practice and field of oral history. I welcome the opportunity to kōrero with all students, and am available to supervise where my knowledge might be of benefit. Na reira, nau mai ra kai runga i tāku mihi atu: '*nou tou rourou, nou taku rourou, ka ora ai te iwi*'.

Dr Raymond Richards (RR)

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Web page: <http://www.waikato.ac.nz/wfass/subjects/history/people/raymond/>

Profile:

Raymond Richards, BA(Hons) DipT *Waikato* MA *Maryland* PhD *California*, was born in Hamilton and completed a BA (Hons) at the University of Waikato and a Diploma in Teaching at Hamilton Teachers' College. He then lived in the United States for eight years, gaining an MA at the University of Maryland and a PhD at the University of California, Santa Barbara. He returned to the University of Waikato, this time as a lecturer, in 1990. In 1994, Penn State Press published his book, *Closing the Door to Destitution: the Shaping of the Social Security Acts of the United States and New Zealand*. Raymond teaches the history of the United States. He is currently writing a biography of Sir Geoffrey Palmer.

Recent conference presentations include:

'Go to the Maoris', World Congress of the International American Studies Association, Leiden, The Netherlands (May 2003); 'The Mormon Challenge', Fulbright American Studies Conference, University of Waikato (July 2003); 'Mormons and Maoris', Fourth Conference of the Society for Multi-Ethnic Studies: Europe and the Americas, Aristotle University of Thessaloniki, Greece (May 2004).

Message to graduate researchers:

Students have researched US topics with me by using the internet, collections that our Library holds, and New Zealand sources concerning the United States. I am also interested in New Zealand's Labour Governments and political biography.

Dr Douglas Simes (DGSS)

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Web page : <http://www.waikato.ac.nz/wfass/subjects/history/people/douglas/>

Profile:

Douglas Simes MA *Cant* DPhil *Oxford*, teaches in the areas of nineteenth century British, Irish and European history, and the history of strategy. His research interests are in nineteenth century British political history; and his areas of supervision are nineteenth century European history (especially British and Irish); nineteenth century intellectual and cultural history; strategic thought and its application in an historical context.

Recent conference presentations and publications include:

The Ultra-Tory Press and the Fall of the Wellington Government, 1829-30', in Christopher Woolgar, ed., *Wellington Studies IV* (Hartley Institute: University of Southampton, 2008); add 'Ireland 1760-1820's' in Hannah Barker and Simon Burrows(eds), *Press Politics and the Public Sphere*(Cambridge 2007); 'Redmond Count O'Hanlon, the Irish Raparee: William Carleton and the Problematical Past', in *Back to the Present: Forward to the Past: Irish Writing and History since 1798*, Vol I, edited by Patricia Lynch, Joachim Fischer and Brian Coates (Amsterdam: Rodopi, 2006); 'Political infighting, scurrilous journalism and the downfall of the Wellington Government in 1830.' David Nichol Smith Seminar in 18th century studies xii, University of Otago 2007; 'Coalition Strategies: Irish Loyalism and British Conservatism 1828-1841', Centre for study of Irish Cultural Heritages conference on Loyalism, Magee College Londonderry 2007; 'Protestantism, polemical journalism, and governmental 'persecution': the trials and tribulations of Robert Alexander of the Morning Journal,' BSECS, Oxford 2008; ' "The champions of the protestant cause will not lightly abandon it": the Ultra Tory press and the Wellington administration', The Wellington Congress, Southampton (2006); 'The Artist as Aging Tory: John Constable and the crisis of the Old Order', British Society for Eighteenth Century Studies, Oxford (2006); ' "A sure retreat for ignorance and indolence": The critics of the educational and professional standards of the British Army (1765-1785)', Society for Military History, Charleston, South Carolina (2005); 'The wildest West ? The Arizona-Sonora borderlands in the late nineteenth century', Social History Society, Dublin (2005); 'The perils of ambivalence: The Ultra Tories and the end of eighteenth century-style politics', British Society for Eighteenth Century Studies, Oxford (2005); 'Military pedagogue: Thomas Simes on the "art of war" ', British Society for Eighteenth Century Studies, Oxford (2004); ' Deviants in Technicolor: the Arizona cowboys of the 1880s', Social History Society Conference, University of Rouen (2004).

Message to graduate researchers:

I have many years experience supervising research exercises, up to and including doctorates in New Zealand political and military history. My main research interest is in late 18th and early 19th British and Irish political history, with emphases on political parties, the press, and the interface between politics and literature. I am also interested in 19th century Spanish history, in 18th and 19th century strategic thought, and in the Napoleonic and Peninsular Wars.

Dr Rowland Weston (RW)

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Profile:

Originally from North Queensland, Australia, Rowland Weston, BA(Hons) PhD *James Cook*, PGCert TT *Waikato* arrived at the University of Waikato in 2001 and for four years taught at the Tauranga Campus, delivering a wide range of papers relating to European cultural history, imperialism and film in history. His research interests are in the history of ideas, historiography and historiophoty. His preferred field of supervision is British intellectual history of the eighteenth and nineteenth centuries, especially the British Romantic Movement. Rowland is currently completing a number of articles on the English radical philosopher, novelist and historian William Godwin (1756-1836).

Recent publications and conference presentations include :

"Individuality and Concert: a Reading of William Godwin's *Enquiry Concerning Political Justice*", Australasian Association of Philosophy Conference, La Trobe University, Melbourne, July, 2008; "William Godwin's Religious Sense", British Society of Eighteenth-Century Studies Annual, St. Hugh's College, Oxford, U.K. , January 2008; 'Politics, Passion and the Puritan Temper: Godwin's Critique of Enlightened Modernity, *Studies in Romanticism*, Fall (2002), pp. 445-70; 'William Godwin' in *Encyclopedia of Political Revolutions and New Ideologies, 1760-1815* in Gregory Fremont-Barnes (Ed.), Gale, U.S.A., 2007, Volume 1, pp. 310-11. Review of J.G.A. Pocock, *The Discovery of Islands: Essays in British History* in *Journal of British Studies*, 45, 1 (2006), pp. 930-31; 'William Godwin' in *Dictionary of Literary Biography: Eighteenth Century British Historians* edited by Ellen J. Jenkins (Farmington Hills, MI: Thomson Gale: 2007), pp. 129-43; 'William Godwin' in *Encyclopedia of Literature and Politics: Censorship, Revolution, & Writing* edited by M. Keith Booker (Westport, Conn.: Greenwood Press, 2005), pp. 303-4.

Message to graduate researchers:

The prime focus of my research and publication is the English radical philosopher, novelist and historian William Godwin (1756-1836). I am also keenly interested in the work of Godwin's first wife, the early feminist Mary Wollstonecraft (1759-97). Both Godwin and Wollstonecraft achieved fame in the 1790s, a decade of immense political change and intellectual ferment in Western Europe. In Britain, particularly, there occurred a remarkable flowering of political, social and moral thought (democratic, conservative, feminist, anarchist) expressed in the now classic texts of thinkers like Godwin, Wollstonecraft, Thomas Paine and Edmund Burke.

I have recently developed an interest in the way historical themes, processes and characters are represented in/on film. If you are interested in researching the intellectual history of Eighteenth Century Britain or you wish to engage in intensive analysis of historical film, please get in touch!

SOME ANSWERS TO FREQUENTLY ASKED QUESTIONS

How do Graduates ...

a) Gain entry to the Faculty buildings during weekends and at night?

- Obtain and process a Cardax entry form from the Faculty Information Centre once your enrolment is completed. Contact Security (4444 from the phone box by S block) if you come on campus without the swipe card.

b) Access the Graduate Room (J3.08C) and use the computers and printer?

- See the History Administrator (J. 3. 25) once you have enrolled; write and sign a declaration that you will not disclose the keypad combination to unauthorized users; and computer access will then be arranged. Report any computer/printer malfunction to the Administrator as promptly as possible.

c) Make coffee and heat food?

- Tea/coffee/sugar/milk supplies are provided by the Programme for your use (though bring reserve stocks if working at nights or weekends). There is a small fridge and a microwave in the History Common Room (J.3.08B). See the History Administrator for the keypad combination. Aim to leave the Common Room in the condition that you would like to find it (i.e. clean up and turn out the light!)

d) Do photocopying of any handouts required for class distribution?

- A graduate photocopying card is on the display board in the History Common Room (J3.08B), alongside a sheet of paper for recording the paper code and number of copies. Library photocopying cards do not operate on the Xerox machine in J3.07.

e) Develop a collegial and supportive working environment?

- Use the Common Room rather than the Computer Room for the noisier social interactions!
- Become part of the FASS Graduate network so that you benefit from the interdisciplinary contacts and opportunities provided at Faculty level. Contact Mary Melinn at marym@waikato.ac.nz for more details.
- Talk with the Graduate Adviser if there are any issues that need attention.

f) Get reimbursement for research-related expenses?

- Read the Faculty policy on *Funding for Graduate and Postgraduate Student Research* which may be found at <http://www.waikato.ac.nz/wfass/student/graduate/funding>. Programmes have different processes for claiming a refund and for checking eligibility of the expense. Please consult the Programme's Administrative Secretary for the processes relating to the History Programme.

Can Graduates ...

h) Attend the Programme research seminars, usually held on Thursdays 2-3pm?

- Graduate students are warmly encouraged to attend these sessions. Your presence and contributions are very much part of the Programme's research profile.

i) Talk about their thesis with staff other than their allocated supervisor/s?

- By all means. Seminars and social gatherings give you an opportunity to do so informally and you can also arrange an appointment to discuss specific queries. Supervisors will often suggest that you talk with colleagues within and beyond the Programme. Just observe the usual courtesy of reporting back on such discussions during your regular supervision meetings.

Where do Graduates ...

j) Find all the detailed information on formatting a thesis, the number of copies required, the type of binding, and the whole process of submission and examination?

- See this Programme Guide and follow the links to the FASS and Library websites. **Note that you cannot submit your bound copies and the digital version of your thesis until you and your supervisor have signed a declaration stating that the print and digital versions are identical.** Check well in advance that your supervisor is going to be on campus that day or, preferably, arrange to sign the declaration when the thesis is dispatched for binding (since that is the recommended time for processing the digital version).

k) Find the answers to any remaining questions?

- Check the *Faculty Graduate Handbook* and the electronic guides listed above and contact the History Programme's Graduate Adviser if you cannot locate the information you need.

For more information please contact:

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