School of Humanities and Languages

ARTS4245, Humanities and Languages Honours II
Semester 1, 2016

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1. Course Staff and Contact Details

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<tr>
<th>Honours and Course Convenor</th>
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<tr>
<td>Name: Dr Haiqing Yu</td>
<td>Room: MB246</td>
</tr>
<tr>
<td>Phone: 9385 2349</td>
<td>Email: <a href="mailto:h.yu@unsw.edu.au">h.yu@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time: Monday 1.30-3.30pm; Wednesday 1-3pm</td>
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<tr>
<th>History and Asian Studies Strand Coordinator</th>
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<tr>
<td>Name: A/Prof. Kama Maclean</td>
<td>Room: MB366</td>
</tr>
<tr>
<td>Phone: 9385 3665</td>
<td>Email: <a href="mailto:kama.maclean@unsw.edu.au">kama.maclean@unsw.edu.au</a></td>
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<tr>
<td>Consultation Time: Wed 3-4 pm or by appointment</td>
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<th>Philosophy Strand Coordinator</th>
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<tr>
<td>Name: Dr Markos Valaris</td>
<td>Room: MB339</td>
</tr>
<tr>
<td>Phone: 9385 2760</td>
<td>Email: <a href="mailto:m.valaris@unsw.edu.au">m.valaris@unsw.edu.au</a></td>
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<td>Consultation Time: Tuesday 11-12</td>
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<th>Environmental Humanities Strand Advisor</th>
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<tr>
<td>Name: Prof. Judy Motion</td>
<td>Room:</td>
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<tr>
<td>Phone: 9385 4857</td>
<td>Email: <a href="mailto:j.motion@unsw.edu.au">j.motion@unsw.edu.au</a></td>
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<td>Consultation Time</td>
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2. Course Details

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<th>Units of Credit (UoC)</th>
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<tr>
<td>Course Description</td>
<td>This is a semester long course for honours students within the School of Humanities and Languages. It has two components:</td>
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<td>1. The Thesis Workshops are designed to prepare students for writing an honours thesis in the different humanities and language disciplines. They will be taken by all students enrolled in this course, whatever their primary discipline. Topics covered include: using the library for advanced research; developing, structuring and writing a thesis; using secondary sources; the role of your supervisor in designing and executing your thesis; planning and managing a research project; approaches to presenting thesis research. The Thesis Workshop coordinator is Dr Haiqing Yu.</td>
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<td>2. The seminars in Advanced Topics in History and Asian Studies/Philosophy/Environmental Humanities (according to your own disciplinary speciality)</td>
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<td>Over the course of the semester the Advanced Topics seminars will be offered largely in the first half of the session and the thesis workshops largely in the second. While all students will be involved in the same thesis workshop seminars each student will only take one of the disciplinary seminar strands below.</td>
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<tr>
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<td>The Advanced Topics in History and Asian Studies seminar is designed to expose students to some of the major contemporary</td>
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approaches to research methodologies and theory in the humanities. The seminar coordinator is Associate Professor Kama Maclean.

The Advanced Topics in Philosophy Reading Group will focus on a specific set of problems, concepts or figures in philosophy depending on the participants’ interests. The coordinator for the Reading Group is Dr Markos Valaris.

The Advanced Topics in Environmental Humanities seminar is designed to further students’ understanding of key texts and ideas in the area. The seminar will be structured around a set of key readings that is, to some extent, tailored each year to the specific research interests of students. The coordinator for the Reading Group is TBC.

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<th>Course Aims</th>
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<td><strong>1.</strong> To develop an awareness, understanding of, and capacity to reflect upon a broad range of issues and debates in History and Asian Studies, Philosophy, and Environmental Humanities.</td>
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<td><strong>2.</strong> To develop advanced independent research, communication and writing skills.</td>
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<td><strong>3.</strong> To foster an intellectual community and <em>esprit de corps</em> among Honours students.</td>
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<td><strong>1.</strong> Be able to identify a range of approaches, traditions and concepts in the fields of Environmental Humanities, Philosophy, History and Asian Studies;</td>
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<td><strong>2.</strong> Be able to locate and analyse relevant research literature related to a specific research topic; and design, develop and manage a research project;</td>
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<td><strong>3.</strong> Be able to engage in academic debate at a sophisticated level;</td>
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<td><strong>4.</strong> Be able to construct clear, coherent, and informative research essays and oral presentations.</td>
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3. Learning and Teaching Rationale

Teaching through the seminar format engages students in learning together; it inspires seminar members to want to learn, to think and read, and it impresses on members the importance of academic standards and ethics. A major goal of the small group learning format is to help students develop their analytical skills, to learn to discern patterns, to make connections, to identify perspectives and to develop a “big picture”. The seminar format ideally fosters joint learning of both seminar leaders and participants and a commitment to lifelong learning.

4. Teaching Strategies

There are no lectures in the Honours year. The seminar will be taught by a range of staff from across the School which will allow students to gain a range of views and approaches in thinking and writing in the humanities’ disciplines. The seminar format offers a direct and intensive relationship between students and academics. It also fosters a sense of belonging to the Honours group that is supportive in a year that is less structured than the first three years of undergraduate experience.

5. Course Assessment

Thesis Workshop Strand (50%)

1. Oral Presentation (15%)

During the semester you are expected to offer a presentation on your thesis topic and research plans to the members of the workshop. Presentations will last about 15 minutes and should be accompanied by an outline of your major points. This can take the form of a handout, a Powerpoint presentation, or Prezi presentation. **This should be uploaded on Moodle a week before your presentation actually takes place, as your mark will be based on it.** Members of the workshop will comment and ask questions on your presentation.

2. Formal Comment on Presentations (15%)

You will be asked to give formal comments on each other's presentations. Evaluation will be based on comprehension of the topic presented and the ability to suggest positive steps for improvement or development. Commentators should provide a copy of their draft comments to the presenter, no later than on the day of the presentation. Commentators should **upload the final version of their comments on Moodle**, by the end of the week when the presentation takes places.

For details on what your presentation and formal comment should comprise, see Attachment A.

3. Project Statement and Thesis Outline (20%)

By the end of the semester you will need to have formulated a clear and feasible topic and outline for your thesis. This outline should explain the topic of your thesis, its significance, the methods to be used and the difficulties you anticipate. **Due in Week 12.**

For details on what your presentation should comprise, see Attachment B.
### Disciplinary Strand (50%)

4. **Major Essay (35%)**

This is an independent 4,000 word research essay which will be developed in consultation with the course convenor and the seminar leader appropriate to your disciplinary speciality. The essay will normally be on one of the topics covered in the seminar and research for it will be supervised by the leader of that seminar module. Unless the strand coordinator agrees it should not be on the same topic as your seminar presentation. Evaluation will be based on depth of research, analytical rigour and clarity of presentation. The essay should be **uploaded via Moodle by 4 pm on Monday 30 May.**

5. **Seminar Assessment (based on presentation or other disciplinary strand seminar exercises) (15%)**

Each disciplinary strand in the course will involve a seminar presentation or seminar-based exercise, assessable in mid-semester. This should then be written up in an essay format (with footnotes) and then be **uploaded via Moodle two weeks after presentation** and should be no longer than 1,500 words.

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**NB:** for ARTS 4245 assessments for mid-year entry students who have already completed ARTS 4246 see notice on the Moodle site for this course.

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**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)
Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

There are two assessment tasks “Learning Activities” that are required to be submitted electronically in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Major essay</td>
<td>30 May 2016</td>
</tr>
<tr>
<td>Seminar Assessment</td>
<td>two weeks after presentation</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in hard copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle
Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
The Course Authority advises their decision through the online extension tool.

If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF.
final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

*Laptops.* Please avoid use during class as typing, web-surfing etc. can distract other students and staff (particularly so in a seminar context). If this causes difficulties consult course director.

### 8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
## 10. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Venue</th>
<th>Assessment due</th>
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| 1    | Greetings and Introductions  
Thesis Workshop 1: Writing a thesis, Library skills (with Maryanne Bokan) | BUS 107 (all students) | |
| 2    | Disciplinary Seminar 1 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities should discuss with the strand advisor* | |
| 3    | Disciplinary Seminar 2 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities should discuss with the strand advisor* | |
| 4    | Disciplinary Seminar 3 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities should discuss with the strand advisor* | |
| 5    | Disciplinary Seminar 4 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities should discuss with the strand advisor* | |
| 6    | Disciplinary Seminar 5 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities should discuss with the strand advisor* | |
| 7    | Disciplinary Seminar 6 | History and Asian Studies: BUS 107  
Philosophy: BUS 122  
*Students in Environmental Humanities* | |
should discuss with the strand advisor

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**11. Course Resources**

There is no reading in the thesis workshops.

Disciplinary seminar readings are managed by strand coordinators. See Attachment C for information on the History and Asian Studies seminars. See the course Moodle for details for other disciplinary seminars.

**12. Course Evaluation and Development**

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

**13. Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

**14. Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further
Information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
Attachment A: Oral Presentation & Formal Comment

Everyone is expected to present their work to the entire workshop at some point during the semester. Presentations will begin on 3 May (Week 8), and will continue until the end of the session.

Presentations will be no more than 15 mins long, and will be followed by a 5 min. formal comment and open discussion. Everyone is expected to contribute actively to the discussion.

What Do I Have to Present?
Simple: you should present whatever it is that you have done towards your thesis up to that point. This should include (but need not be limited to) the following:

- Presenting some background in the area, so that we can judge for ourselves whether your approach is original and interesting.
- Presenting the particular question you plan to address, and explaining why it is interesting.
- Presenting your own approach to the topic. What do you plan to contribute to your chosen area of study?
- Explaining your research plans, what difficulties you anticipate, and how you plan to address them.

Other requirements:
- Presentations should be no longer than 15 min. They should be accompanied by a handout, or PowerPoint, or Prezi presentation summarizing your major points
- Given the variation in presentation dates, it is clear that different presentations will have different levels of detail. This is to be expected, and will be taken into account in the marking: if you choose to present later, then you will be expected to have a more polished presentation.
- **The text of your presentation should be uploaded on Moodle a week before you are scheduled to present.**

Formal Comment:

- Assess the presenter’s comprehension of the topic and presentation style:
  - Has the presenter demonstrated an in-depth engagement with key concepts and ideas?
  - Is the presentation clearly organised and delivered?
  - Is the presenter able to engage the class during the presentation and the Q&A?
- What are the strengths or highlights of the presentation?
- Any suggestion on positive steps for improvement or development?
- Commentators should provide a copy of their draft comments to the presenter, no later than on the day of the presentation.
- Commentators should **upload the final version of their comments on Moodle**, by the end of the week when the presentation takes places.
Attachment B: Project Statement and Thesis Outline

The most common question among students entering any research program is: what should I write about? It is a question that can cause great anxiety. Our primary task in the first semester thesis workshop is to make sure you come up with a good answer to it. More specifically, during your first semester you are expected to formulate clearly a thesis topic and an outline that shows how you plan to develop your project to completion.

Throughout this assignment you are expected to consult with your thesis supervisor.

1. Project Statement

The thesis proposal you will outline consists of two parts:

1. A question. This should be no longer than a sentence or two, and should specify a well-circumscribed problem that you plan to address.

2. A project statement. In 150-250 words, address the following:
   - Explain the significance of your question. Why do you care about this question? Why should anyone else care?
   - Explain how you are going to approach your question. For example, explain what sub-questions you plan to break it down to.
   - Explain what difficulties you think you might encounter in trying to answer these sub-questions. How do you plan to overcome these difficulties?

Things to keep in mind when choosing a question:

- A question is not the same as a research-area. “Colonial Australia” or “Philosophy of Mind” is not a question.
- Your question must be specific and well-focused. “What was the nature of colonial society” or “What is the beautiful?” are not well-focused questions. “What role did William Wentworth play in the development of responsible government in colonial Australia” or “What role should the concept of luck play in an account of empirical knowledge?” are well-focused questions.
- Your question must be easy to formulate and to explain in plain English. If you cannot explain what your question is in lay terms, then it is very likely that there is still something confused or incoherent in your thinking about the issues.
- A very good way to check whether you really have found a good question is to see if you can break it down into sub-topics which are manageable, in the sense that you can start working on them right away.

Finally, the most important point of all: your question must be interesting and fun for you!

Things to keep in mind when writing your project statement:

- It was suggested above that when choosing your question you should try to think primarily of what you would like to work on, and to forget about your teachers. When writing the project statement, however, the opposite is true: you must constantly keep in mind your audience.
- Your project statement must be both easy to understand and informative for someone who has not gone through the train of thought that led you to your question. Why are you interested in this question? Why should we be?
- Be as specific as you can be about the sub-questions you plan to address, and the methods you plan to use to address them.
• Avoid jargon. This is not always possible, but you must never use technical terms unless you have the opportunity to explain them in plain English. Since in your project statement you don’t have that opportunity, you must not use technical language.

• Be honest. Clearly specify the bits of your project that you have a handle on already (if any), and those that still seem difficult to you. Don’t try to paper over difficulties by being vague.

Picking out a topic for research is a difficult skill and, unfortunately, one which cannot really be taught but must be acquired through practice.

2. Project Outline
For the second part of this assignment, you will need to prepare an outline of your thesis. The outline must, at minimum, contain the following information:

• A list of the chapters you plan to write.
• For each chapter, a 50-100 word note explaining what the topic of the chapter is and how it fits in the broader project.

In addition to this, you are encouraged to keep updating your outline by adding the following:

• A projected timeline for each chapter (i.e., when you plan to have a first draft of the chapter, and when you plan to have completed it).
• For each chapter, a list of sections.
• A bibliography for each chapter.

When writing your outline, make sure you keep in mind that your job is to convince your reader (and yourself) that you are capable of successfully completing your project.

• Look back at your project statement. Do your chapters plausibly amount to an answer to the question you have set yourself?
• Would this be clear to your reader? To make sure that it is, make your chapter-headings and your descriptions as specific and informative as possible.
• Do your chapters correspond to the breakdown of your question into sub-questions?
• Is it clear how the chapters are related to each other? Does the whole plausibly look like a unified argument?

It is to be expected that your project outline will undergo many revisions during the course of your project. It is also expected that you will have much more to say at this stage about some parts of your project than about others. The point of this exercise is to remind you to take a comprehensive view of your project, and to assess its progress.
Attachment C: History and Asian Studies Seminar Topics

Research Methodologies
Coordinator and Facilitator: Kama Maclean

Overview
The purpose of this strand is to introduce you to a range of methodologies that you might draw on to research your thesis. We have six seminars to provide a sampling of research methods and the debates they have generated amongst scholars in general and historians in particular. You are encouraged to read beyond the set texts and to raise questions in the seminars and with your thesis supervisor about the methodologies that you might wish to employ in order to pursue your thesis topic. This strand is intended to complement your thinking about your research; however please note that you cannot replicate or reproduce your assessments for this strand in your thesis. All course readings are on Moodle.

Assessments (50% of total mark)
1. Seminar Assessment: 15%
Seminar presentations will be allocated in the first discipline strand meeting; presentations should introduce a perspective on the week’s readings. This should then be written up in an essay format (with footnotes) and then be uploaded via Moodle two weeks after presentation and should be no longer than 1,500 words.

2. Major Essay, worth 35%
This is an independent 4,000 word research essay, the precise topic of which will be developed in consultation with the course convenor and the seminar leader appropriate to your disciplinary speciality. The essay will normally be on one of the topics covered in the seminar and research for it will be supervised by the leader of that seminar module. Unless the strand coordinator agrees it should not be on the same topic as your seminar presentation. Evaluation will be based on depth of research, analytical rigour and clarity of presentation. The essay should be uploaded via Moodle by 4 pm on Monday 30 May.

General Readings
Nancy Partner and Sarah Foot (eds), Sage Handbook of Historical Theory, Sage, 2013.

Weekly Seminar Schedule
How to prepare for each seminar
Each seminar will require you to engage with a cluster of research methods and approaches at both a theoretical and practical level. Specifically, you are required to do two things before coming to class:
1. You will be expected to do the required readings, noting the various strengths and shortcomings of the method under examination.
2. With the exception of week 1, you will also be required to apply the readings to your thesis project, by finding a relevant primary source (an archival file, oral history interview transcript, artefact, photograph, etc); bringing it to the seminar, and speaking about it. You may like to consult with your supervisor over this. All students are expected to contribute to weekly discussion and demonstrate their understanding of the readings relative to their research. This is assessable as your seminar exercise (see above).

Disciplinary Seminar 1:
Empiricism, Postmodernism and Truth

What is Postmodernism and how has the task of the researcher been impacted by the postmodern challenge?

Exercise: How has the postmodern challenge impacted research on your topic? Reflect on the applicability of this week’s readings to your research space.

Essential Readings

Additional Readings
Joyce Appleby, Lynn Hunt and Margaret Jacob, Telling the Truth about History, 1994.

Disciplinary Seminar 2: The Written Archive

Written materials have long been privileged over other forms of evidence, and historians tend to prioritise ‘the archive’ and their time in archives. Yet there are several factors which need to be taken into consideration when using a formal archive, whether it be a collection of governmental papers or those of private individuals. Issues of power are fundamental to the construction and the institutionalisation of ‘the record’ and of access to it. What processes are involved in selecting the material of an archive? What things are withheld, censored or otherwise not represented in a formal archive?

Exercise: In consultation with your supervisor, identify a formal archive that you can access (either electronically, or in person if this is possible) that has material relevant to your thesis. Narrow this down to a single document, or a manageable section of it, and bring it to class to discuss. Places to start: The National Archives of Australia has some content digitalised, and a fairly good search engine: www.naa.gov.au and a range of holdings relevant to a broad range of topics.

Essential Readings:

Further Readings:
Notches – on the history of sexuality, but also has valuable discussion on how to work with documents. http://notchesblog.com/tag/archives-of-desire/
Disciplinary Seminar 3
Orality and Memory

This seminar explores in some detail two related methodologies: orality (particularly that captured in a formal oral history interview, although ‘hearsay’ and rumour are also important forms of orality) and memory. Both have often been charged with fallibility, yet given the problems inherent in the written record, orality and memory provide a valuable alternative window on events, and so remain important in highlighting a counter-discourse to ‘official’ or public histories.

Exercise: Identify and bring to class an example of orality (that you can access, either electronically, or in person if this is possible) that has material relevant to your thesis. Check Moodle for places to start, which include: The British Library’s Oral History section at http://sounds.bl.uk/Oral-history and http://besthistorysites.net/oral-history/

Essential Readings

Further Readings

Interviews
The Interview: From Informal to Postmodern.

Memory

Other forms of Orality
James C. Scott, Weapons of the Weak, Yale, 1985, especially chapters 2 and 5.
Disciplinary Seminar 4:
Material Culture
Material culture refers to everyday objects: textiles, clothing, ornaments, landscapes, consumables, furniture, and so on. Normally the preserve of archaeologists and anthropologists, historians have in recent decades adopted material culture as an important source. These objects, and the way in which they were consumed, treasured, or otherwise used, constitute an important window on the past and indeed, the contemporary world.

Exercise: Identify and bring to class an example of material culture (that you can access, either electronically, or in person if this is possible) that is relevant to your thesis. Places to start. The sky is the limit on this one. Ask your supervisor!

Essential Readings

Further Readings

Disciplinary Seminar 5:
Visuality
Too often visual culture – which in this context, largely refers to images, such as photographs, posters, paintings, cartoons, and maps, but also film – has been deployed in research as mere illustrations to an argument, and not as primary sources in their own right. This seminar explores the ways in which we can productively draw on visual culture as a source, allowing it to shape narrative and lead us into analysis.

Exercise: Identify and bring to class (as a jpg or similar file that can be uploaded and projected) an example of visual culture that is relevant to your thesis. Places to start: Every field has its sources; for example in South Asian history there is an excellent collection which is open access at http://karachi.s-asian.cam.ac.uk/archive/films/ Or, ask your supervisor!

Essential Readings

Additional Readings
Ralph Schoolcraft and Mary Byrd Kelly, *Caught on Camera: Film in the Courtroom from the Nuremberg Trials to the Trials of the Khmer Rouge*, University of Pennsylvania Press, 2014.
There is a great selection of online photographic materials at [www.trove.nla.gov.au](http://www.trove.nla.gov.au)

**Disciplinary Seminar 6:**
**Digital Sources**

How can we use electronic materials as evidence? What sensibilities and factors need to be taken into consideration when using digital evidence, from Web 2.0, Wikipedia, and YouTube to Wikileaks cables?

**Exercise:** Identify and bring to class (as a URL or similar file that can be uploaded and projected) an example of a digital source that is relevant to your thesis. Places to start: Google.

**Essential Readings:**
And either
Or

**Further Readings**
David Miller, *Tales from Facebook*, Polity, 2011.
ANDREW L. RUSSELL. ‘Open Standards and the Digital Age: History, Ideology, and Networks.’