1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Honours and Course Convenor</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td><strong>Phone</strong></td>
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<tr>
<td><strong>Consultation Time</strong></td>
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<thead>
<tr>
<th>History Strand Coordinator</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
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<td><strong>Phone</strong></td>
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<tr>
<td><strong>Consultation Time</strong></td>
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<thead>
<tr>
<th>Philosophy Strand Coordinator</th>
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<tr>
<td><strong>Name</strong></td>
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<td><strong>Phone</strong></td>
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<td><strong>Consultation Time</strong></td>
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<tr>
<th>Environmental Humanities Strand Coordinator</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<td><strong>Phone</strong></td>
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<tr>
<td><strong>Consultation Time</strong></td>
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2. Course Details

| Units of Credit (UoC) | 6 |

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>This is a semester long course for honours students within the School of Humanities. It has two components:</td>
</tr>
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</table>

1. The Thesis Workshop which is designed to assist students in writing an honours thesis in the different humanities disciplines. It will therefore be taken by all students enrolling in this course whatever their primary discipline.

2. The seminar in Advanced Topics in History and Asian Studies/Philosophy/Environmental Humanities (according to your own disciplinary speciality)

**The Advanced Topics in History and Asian Studies** seminar is designed to expose students to some of the major contemporary approaches to writing history which have frequently drawn on other disciplines, notably anthropology. The main thematic focus will be ways of understanding and analysing contact across cultures. The seminar co-ordinator will be 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 will be Dr Michaelis Michael.

**The Advanced Topics in Environmental Humanities Reading Group** 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. Please contact Thom Van Dooren for details.

CRICOS Provider Code 00098G
The course aims to:

- To develop an awareness, understanding of, and capacity to reflect upon a broad range of issues and debates in History, Philosophy, and Environmental Humanities.
- To develop advanced independent research, communication and writing skills.
- To foster an intellectual community and *esprit de corps* among Honours students.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Topic</th>
<th>Venue</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Be able to identify a range of approaches, traditions and concepts in the fields of Environmental Humanities, History and Philosophy;</td>
<td>History and Asian Studies: Quad G053</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Be able to locate and analyse relevant research literature related to a specific research topic; and design, develop and manage a research project;</td>
<td>History and Asian Studies: Quad G053</td>
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<td>3.</td>
<td>Be able to engage in academic debate at a sophisticated level;</td>
<td>History and Asian Studies: Quad G053</td>
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<tr>
<td>4.</td>
<td>Be able to construct clear, coherent, and informative research essays and oral presentations.</td>
<td>History and Asian Studies: Quad G053</td>
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</tbody>
</table>

### 3. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Venue</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disciplinary Session 1 (3-hour)</td>
<td>History and Asian Studies: Quad G053</td>
<td></td>
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<tr>
<td></td>
<td><em>Students in Philosophy and Environmental Humanities should discuss with the strand coordinator.</em></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Disciplinary Session 2 (3-hour)</td>
<td>History and Asian Studies: Quad G053</td>
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<td></td>
<td><em>Students in Philosophy and Environmental Humanities should discuss with the strand coordinator.</em></td>
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<td>3</td>
<td>History and</td>
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<tr>
<td>Session</td>
<td>Time</td>
<td>Description</td>
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<tr>
<td>Disciplinary Session 3</td>
<td>3-hour</td>
<td>Asian Studies: Quad G053</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students in Philosophy and Environmental Humanities should discuss with the strand coordinator.</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Session 4</td>
<td>3-hour</td>
<td>History and Asian Studies: Quad G053</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students in Philosophy and Environmental Humanities should discuss with the strand coordinator.</td>
<td></td>
</tr>
<tr>
<td>Thesis Workshop 1</td>
<td>3-hour</td>
<td>Quad G053</td>
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<tr>
<td>Thesis Presentations</td>
<td></td>
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<tr>
<td>Thesis Workshop 2</td>
<td>3-hour</td>
<td>Quad G053</td>
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<tr>
<td>Thesis Presentations</td>
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<tr>
<td>Thesis Workshop 3</td>
<td>3-hour</td>
<td>Quad G053</td>
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<tr>
<td>Thesis Presentations</td>
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<tr>
<td>Writing Period</td>
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</table>

### 4. Course Resources

There is no reading in the thesis workshops.

Disciplinary seminar readings are managed by strand coordinators.
5. Course Assessment

Note: Mid-2016 entry students complete different assessments; see Attachment B

### Thesis Workshop Strand (50%)

1. **Oral Presentation (25%)**

   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 (25%)**

   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 place.

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

### Disciplinary Strand (50%)

3. **Responses to readings (25%)**

   One 400-word response to the set readings (5%), and one 1000-word response to the set readings (20%). Post these to Moodle.

4. **Seminar presentation (or other disciplinary strand seminar exercises) (25%)**

   Each disciplinary strand in the course will involve a seminar presentation or similar 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.

---

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.
It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

**Formal Examination**

**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

**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.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**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 Procedures. 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.
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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  *Task with a non-percentage mark*

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore $17 - [25 (0.05 x 3)] = 13.25$.

  *Task with a percentage mark*

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 15 = 53$.

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the
assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. Learning and Teaching Rationale and Strategies

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.

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.

7. 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.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- 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.
- 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. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance
The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

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

9. 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

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.

10. 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/. 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)

11. 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.

12. 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)

13. 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/guide](https://student.unsw.edu.au/guide)

14. 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)
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 http://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/guide

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: https://student.unsw.edu.au/disability

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 be in Week 5, Week 6 and Week 7.

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 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:
  o Has the presenter demonstrated an in-depth engagement with key concepts and ideas?
  o Is the presentation clearly organised and delivered?
  o 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: ARTS4246 Assessments for Mid-2016 Entry Students

**Thesis Workshop Strand (50%)**

5. **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.

6. **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.

7. **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 (see Moodle site for details).

For details on what your presentation should comprise, see **Attachment C**.

**Disciplinary Strand (50%)**

8. **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 17 October**.

9. **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.
Attachment C: 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.