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

<table>
<thead>
<tr>
<th>Course Convenor</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Room</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Consultation Time</td>
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</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>The History Capstone course <em>Reflecting on History and Historians</em> brings together all students majoring in history for a two-hour weekly seminar. Drawing on students’ varied interests and expertise, this course is designed to bring coherence to their previous study of history by requiring them to reflect on the fundamental principles of the discipline and ethical responsibility in the practice of history. Readings and discussion are focused on developing an appreciation of the importance of historical knowledge for understanding our contemporary world. Students will practise applying principles of the discipline to the various ways in which history is presented to the general public through film, documentary, historical fiction, newspaper reporting, political speeches, school curricula and museum exhibitions. This course counts for 6 UOC (units of credit), and is a compulsory component of a History major.</td>
</tr>
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<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. bring coherence to previous study of history by reflecting on the fundamental principles of the discipline</th>
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<tbody>
<tr>
<td></td>
<td>2. lead students to appreciate the importance of historical knowledge for understanding our contemporary world</td>
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<tr>
<td></td>
<td>3. guide students in applying principles of the discipline (accuracy of documentation, consideration of perspective, ethical and rational testing of evidence in formulating judgments) to the various ways in which “history” is presented to the general public through film, documentary, historical fiction, newspaper reporting, political speeches, school curricula and museum exhibitions.</td>
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<tr>
<td></td>
<td>4. encourage students to consider the discipline of history in its relationship to citizenship of both nation and the international community of nations, and the duties of historians in the public realm</td>
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<td></td>
<td>5. gain further practice in critical thinking and clear expression (both oral and written)</td>
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<td></td>
<td>6. inspire students to envisage further study and lifelong interest in history</td>
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<td></td>
<td>7. highlight the transportability of students’ generic and</td>
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</table>
Student Learning Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Articulate a clear understanding of major principles in the discipline of history.</td>
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<tr>
<td>2</td>
<td>Show a good comprehension of ethical responsibilities in the practice of history.</td>
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<tr>
<td>3</td>
<td>Identify and reflect on multiple forms of history in the public domain, and evaluate them in light of the principles and ethics of the history discipline.</td>
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<tr>
<td>4</td>
<td>Demonstrate a high level of research skills though the independent design of a collaborative research project, advanced levels of academic writing, and effective oral presentation of findings.</td>
</tr>
<tr>
<td>5</td>
<td>Reflect on and integrate their own experience(s) as students of history at UNSW.</td>
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</tbody>
</table>

Graduate Attributes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate an understanding of at least one period or culture of the past.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.</td>
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<tr>
<td>3</td>
<td>Show how history and historians shape the present and the future.</td>
</tr>
<tr>
<td>4</td>
<td>Identify and interpret a wide variety of secondary and primary materials.</td>
</tr>
<tr>
<td>5</td>
<td>Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.</td>
</tr>
<tr>
<td>6</td>
<td>Analyse historical evidence, scholarship and changing representations of the past.</td>
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<tr>
<td>7</td>
<td>Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.</td>
</tr>
<tr>
<td>8</td>
<td>Identify and reflect critically on the knowledge and skills developed in their study of history.</td>
</tr>
</tbody>
</table>

3. Learning and Teaching Rationale

There are no lectures in ARTS3270. The role of the academic teacher is to synthesise a large body of diverse material for students, and assist them in discerning linkages between the course materials and their previous studies in the history of societies or civilisations. In ARTS3270 the seminar format obliges ALL students to take on the intellectual role of a university tutor or lecturer.

4. Teaching Strategies

ARTS3270 has two components:

1. An on-campus meeting in a two-hour seminar each week across the teaching semester (usually, Weeks 1–12)
2. The equivalent of a 3rd hour of individual or collaborative work each week. This includes a museum visit and preparation of a poster or PowerPoint presentation that demonstrates an overview of the collaborative research project.

Overall seminars in ARTS3270 encourage active learning by doing, and are intended to encourage students’ confidence in public speaking — a skill that is required in many jobs. Seminar discussions and class debates also foster the art of listening, rejoinder, and “thinking on one’s feet”. This format is designed to allow students to explore ideas, and perhaps even challenge their own preconceptions. Seminars on topics such as fraud and deliberate misrepresentations of history, or on public and political versions of history, have been selected to raise important issues that confront us in our working lives and in our roles as citizens. This course aims to be relevant to students who are about to graduate and leave the University for careers and a new stage in their lives.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Essay</td>
<td>2500 - 3000 words</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Monday, week 11</td>
</tr>
<tr>
<td>Class Tests</td>
<td></td>
<td>20%</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Weekly</td>
</tr>
<tr>
<td>Museum Assignment</td>
<td>1000 words</td>
<td>30%</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3, 6, 7, 8</td>
<td>Monday, week 6</td>
</tr>
</tbody>
</table>

For the essay, the topic is open but MUST use primary sources, and students must get written approval for their topic before week 8. Class tests are given in every class; the best 8 will count for a student’s final result.

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/

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://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

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 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/

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. The 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.

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_Policy.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/. 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

### 10. Course Schedule

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

Each seminar in this course runs for two (2) hours. The dates in the outline below indicate the Wednesday and Friday seminars that are offered in Semester 1, 2015.

IMPORTANT: As 3 April is a public holiday, we will not hold Wednesday OR Friday class that week. This is to allow time for students to complete their museum assignment.

THE READINGS LISTED BELOW ARE SUBJECT TO CHANGE. CORRECT READINGS ARE THOSE LINKED ON MOODLE.

**Week 1:**

Wednesday 4 March/Friday 6 March

**Introduction.**

Being a historian. The first meeting will involve housekeeping matters. We will also have a discussion about national standards, about what professional historians actually do for a living, and consider some individual experiences.


PART I: Historians and society

**Week 2:**

Wednesday 11 March/Friday 13 March

**Celebrating or mourning the past: On the public and professional history**

Professional historians and public interest groups often have a dramatically different understandings of the past. Consider the controversies that were stirred by the 1492 anniversary celebrations in the United States. Italian Americans and Native Americans have often been at loggerheads on Christopher Columbus. Consider the different roles played here by professional historians.

Required readings:
Michel-Rolph Trouillot, ‘Good Day Columbus; Silences, Power and Public History (1492-1892)’, *Public Culture* 3.1 (1990), 1-24

**Week 3:**

Wednesday 18 March/Friday 20 March

**History without books: the documentary**

One could argue that books no longer shape the historical imagination. A much greater role is played nowadays by films, documentaries and the Internet. Consider the documentaries of either Ken Burns or Simon Schama. We will screen 15 mins of Schama’s History of Britain and Burns’ Civil War and discuss the merits of documentary history.

Required readings:

Further reading:

**Week 4:**

Wednesday 25 March/Friday 27 March
Fiction and the historian’s boundaries

Peter Gay, Natalie Zemon Davis and Simon Schama are prolific historians who have written about events that did not take place, or might not have taken place. Why did they bother? Or have these historians performed a valuable service?

Readings:
Extracts from Simon Schama, *Dead Certainties* (London, 1992)

Further Reading:

Week 5:

NO CLASS THIS WEEK

This is to allow for your museum assignment.

For this assignment, you will go to two of the exhibitions listed, and write an extended reflection piece. Further guidance on this assignment will be provided in class.

Toys Through Time - Museum of Sydney
Shackleton: Escape from Antarctica - Maritime Museum (from April 2)
A Fine Possession - Powerhouse Museum
STUFFED, STITCHED AND STUDIED: TAXIDERMY IN THE Nineteenth CENTURY - MACLEAY MUSEUM
ACTORS, ATHLETES AND ACADEMICS: LIFE IN ANCIENT GREECE - Nicholson Museum

PART II: Approaches to History

Week 6:

Wednesday 15 April/Friday 17 April

Gender and Women

This week we consider the relationship between ideas of gender and women in particular, and why social ideas are important. Consider Howard and Lerner’s critique of historiography. What do we learn from Davis’ ‘Women on Top’?

Required readings:
Natalie Zemon Davis, 'Women on top', in *Society and Culture in Early Modern France* (Cambridge, 1987), pp. 124-51
Week 7:

Wednesday 22 April/Friday 24 April

The West and History

How do historians respond to writing about cultures other than their own? Western perspectives have dominated written history – what does this mean for historical scholarship? Is it a bad thing to compare cultures? Or can we analyse the past in different regions without reference to Europe?

Required readings:
Arif Dirlik, “Is There History After Eurocentrism?”, Cultural Critique 42 (1999), pp.1-34

Further Reading:

Week 8:

Wednesday 29 April/Friday 1 May

History from below

“History is written by the winners”. How do we approach history by those who were disempowered and disenfranchised? Is it possible to understand the lives of the subalterns of the past? Yet can we fully understand past societies without knowing their lives? It was only in the later twentieth century that historians began to focus on “history from below”, and we will read a selection from E. P. Thompson's influential work on the English working class.

Required readings:

Week 9:

Wednesday 6 May/Friday 8 May

Cultural history, modernity and the city

What is modernity? Or what is the modern? What makes the city the harbinger of modernity, and what are the attendant problems? Read Georg Simmel’s classic ‘The Metropolis and Mental Life’ and Peter Fritszche’s study of Berlin society and the role of reading in 1900.

Required readings:
Peter Fritszche, Reading Berlin 1900 (Cambridge, Mass., 1996), pp. 12-50

Week 10:

Wednesday 13 May/Friday 15 May
Scales of history I: deep time

Do historians have any business looking at history before humanity? Should they be considering the Big Bang, as David Christian and Fred Spier have done? What do these historians claim is the value of such history? What should the starting point of historical inquiry be? The beginnings of earth, hominids, civilization, literate societies or 1900?

Required readings:
Andrew Shyrock And Daniel Lord Smail, ‘Introduction’ (eds), Deep History: The Architecture of Past and Present (Berkeley, California, 20012), pp. 3-20

Further Reading:

Week 11:

ESSAY DUE THIS WEEK

Wednesday 20 May/Friday 22 May

Scales of History II: microscopic

Is there any value is studying history at the local level? Is there any value in the history of everyday life, or which focuses on a single regular person, or on the life of a small and isolated community? When can such studies be deemed to be trivial, and when significant?

Required readings:

Week 12:

Wednesday 27 May/Friday 29 May

Counterfactual history, Prophesying, and what to do with a history major

R.G. Collingwood said that the “historian’s business is to know the past, not to know the future, and whenever historians claim to be able to determine the future in advance of its happening, we may know with certainty that something has gone wrong with their fundamental conception of history (Collingwood 1994, 54).” In fact, historians do sometimes pose ‘What if?’ questions and sometimes do speculate about the future. This week we consider the value of such endeavours, and whether such matters should indeed be the historian’s business.

A discussion on what history graduates have done with their degree, and how to go about writing history.
Required readings:
Richard J. Evans, ‘Telling it like it Wasn’t’, *Historically Speaking* 5.4 (2004), 11-14
Ann Curthoys and Ann McGrath, *How to write history that people want to read* (Sydney, 2009), pp.24-47


11. Course Resources

Book chapter are held on electronic reserve in the library. Articles can be found through the library catalogue. Check Moodle for links to other resources.

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

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.