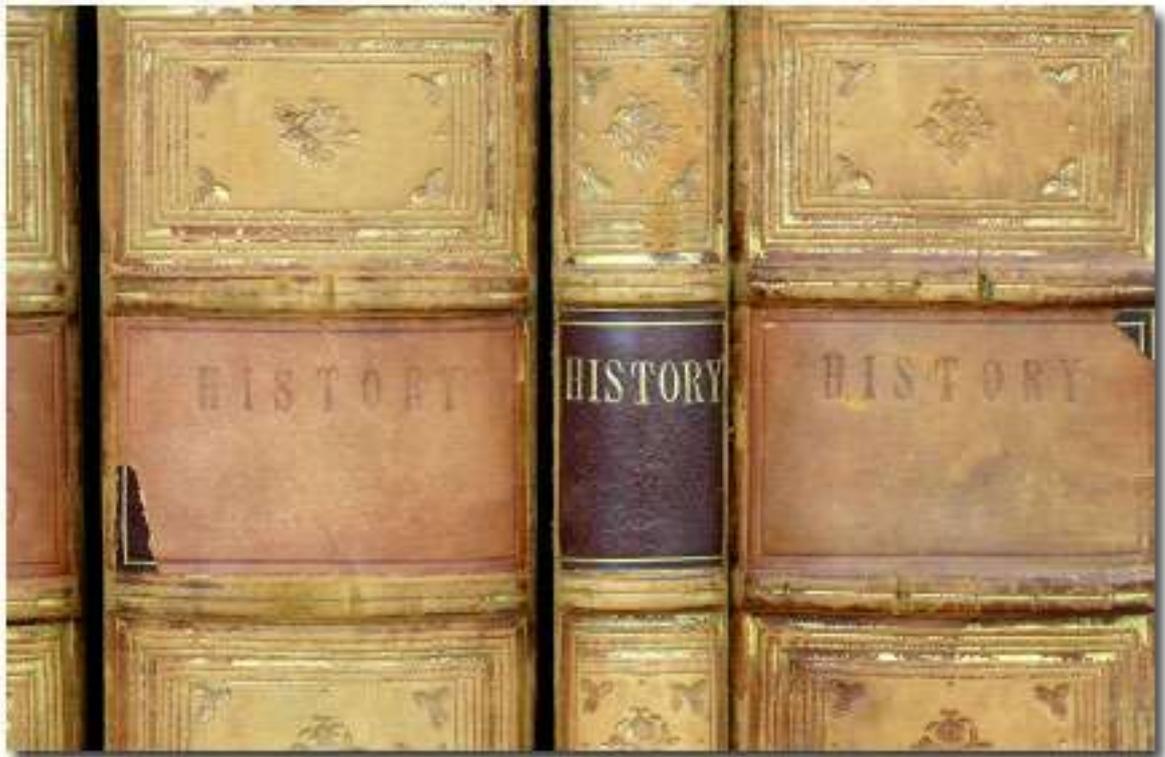


School of Humanities and Languages

ARTS 3270
HISTORY CAPSTONE: Reflecting on History and Historians
Semester 2, 2014



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1. Course Staff and Contact Details			
Course Convenor			
Name	Associate Professor Nick Doumanis	Room	MB334
Phone	93851705	Email	n.doumanis@unsw.edu.au
Consultation Time	Wednesdays 2-4pm		

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>The History Capstone course Reflecting on History and Historians 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.</p> <p>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.</p>
Course Aims	<ol style="list-style-type: none"> 1. Bring coherence to previous study of history by reflecting on the fundamental principles of the discipline 2. Lead students to appreciate the importance of historical knowledge for understanding our contemporary world 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. 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. 5. Gain further practice in critical thinking and clear expression (both oral and written). 6. Inspire students to envisage further and lifelong study in history 7. Highlight the transportability of students' generic and discipline-specific skills into career opportunities
Student Learning Outcomes. At the conclusion of this course students will	<ol style="list-style-type: none"> 1. Articulate a clear understanding of major principles in the discipline of history. 2. Show a good comprehension of ethical responsibilities in the practice of history.

be able to:	3.	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.
	4.	Demonstrate a high level of research skills through the independent design of a collaborative research project, advanced levels of academic writing, and effective oral presentation of findings.
	5.	Reflect on and integrate their own experience(s) as students of history at UNSW.

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 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Research Essay (see note below)	2,500–3,000 words	50.00%	1,2,3,4	1, 2, 3, 4, 5, 6, 7	Monday, Week 11
Seminar Preparation & Presentation	No longer than 15 minutes	25.00%	1,2,3,5	1, 2, 3, 4, 5, 6, 7, 8	Students choose a specific seminar
Class tests		25.00%	1,2,3,5	1, 2, 3, 6, 7, 8	Weekly

RESEARCH ESSAY: The research essay is to be written on a historical topic of your choice, using primary and secondary sources. You **MUST** have approval for your topic from your class lecturer **BEFORE WEEK 8**.

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

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 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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable

accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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: <http://www.lc.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>

8. Course Schedule

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 2, 2014.

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

Week 1:

Friday 8 August

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.

Tony Becher, "Historians on History", *Studies in Higher Education*, vol.14 (1989), no.3, pp.263–78.

Maya Jasanoff, 'Border-Crossing: My Imperial Routes', *History Workshop Journal*, 64, (2007), pp. 372-381

PART I: Historians and society

Week 2:

Friday 15 August

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:

Bill Bigelow, 'Once upon a Genocide: Christopher Columbus in Children's Literature', *Social Justice/Global Options* 19.2 (1992), 106-21

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

Gregory D. Smithers, 'Rethinking Genocide on North America', in Donald Bloxham and A.

Dirk Moses (eds), *The Oxford Handbook of Genocide Studies* (Oxford, 2010), pp. 322-41

'Saint or criminal? Columbus revisited' *New York Times* (1923-Current File). Retrieved from <http://search.proquest.com/docview/108655317?accountid=12763>

'Columbus runs into storm in Boston' *New York Times* (1923-Current File). Retrieved from <http://search.proquest.com/docview/108857689?accountid=12763>

Week 3:

Friday 22 August

History Wars and Public History

In our readings we will consider debates over the history of World War II.

Why? What do 'history wars' tell us about how members of public think about history?

Reading:

Anne Curthoys and John Docker, *Is History Fiction?* (Sydney, 2005), ch. 11, pp. 218-37

Assignment: Visit the National Maritime Museum to see the two exhibitions, *Persuasion*

(American WWII Propaganda) and *Mission X* (Australian sailors serving for America).

Week 4:

Friday 29 August

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:

Peter Gay, *The Bridge of Criticism* (New York, 1970), pp. 3-28, 155

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

N.Z. Davis, *Women on the Margins: Three Seventeenth-Century Lives* (Cambridge, MA., 1995), pp. 1-4

Further Reading:

Cushing Strout, 'Border Crossings: History, Fiction, and Dead Certainties', *History and Theory*, 31.2, 1992, 153-162

Carlo Ginzburg, 'Checking the Evidence: The Judge and the Historian', *Critical Inquiry* 1991, 79-92

Week 5:

Friday 5 September

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:

Justin Champion, 'Seeing the Past: Simon Schama's 'A History of Britain' and Public History', *History Workshop Journal*, Issue 56, 2003, pp. 153-173.

Simon Schama, "History of Britain – A Response", in *Scribble, Scribble, Scribble: Writings on politics, Churchill, Ice-Cream and my mother* (London, 2010), pp. 357-68

Gary Edgerton, 'Ken Burns's Rebirth of a Nation: Television, Narrative and Popular History', in Marcia Landy (ed), *The Historical Film: History and Memory in Media* (New Brunswick, NJ, 2001), pp. 303-315.

Further reading:

Simon Schama, 'Fine-Cutting Clio', *The Public Historian*, 25.3, (Summer, 2003), pp.15-25.

Robert B. Toplin, 'The Filmmaker as Historian', *American Historical Review*, 93.5 (1988), pp.1210-1227

PART II: Approaches to History

Week 6:

Friday 12 September

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:

Gerda Lerner, "Placing Women in History: Definitions and Challenges", *Feminist Studies*, 3, 1.2 (1975), pp. 5-14

<http://earlymodernnotes.wordpress.com/2005/03/22/womens-gender-history-why/>

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

Week 7:

Friday 19 September

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:

Roy Bin Wong, "Introduction", *China Transformed: Historical Change and the Limits of European Experience* (Ithaca, NY, 1997) pp.1-8

Arif Dirlik, "Is There History After Eurocentrism?", *Cultural Critique* 42 (1999), pp.1-34

Further Reading:

J. M. Blaut, *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History* (New York, 2012)

Week 8:

Friday 26 September

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:

E. P. Thompson, "Field Labourers", *The Making of the English Working Class*, pp.213-233.

Jim Sharpe, "History from Below", in *New Perspectives on Historical Writing*, ed. Peter Burke, (1991), pp.24-41

Week 9:

Friday 10 October

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 Fritzsche's study of Berlin society and the role of reading in 1900.

Required readings:

Louis Wirth, "Urbanism as a Way of Life", *American Journal of Sociology*, 44 (1938), pp.1-24.

Georg Simmel, 'The Metropolis and Mental Life', in Jan Lin and Christopher Mele (eds), *Urban Sociology Reader* (London and New York, 2005), pp. 23-31

Peter Fritzsche, *Reading Berlin 1900* (Cambridge, Mass., 1996), pp. 12-50

Week 10:

Friday 17 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:

David Christian, 'The Return of Universal History', *History and Theory*, 49 (2010), pp. 6-27
 Andrew Shyrock And Daniel Lord Smail, 'Introduction' (eds), *Deep History: The Architecture of Past and Present* (Berkeley, California, 20012), pp. 3-20

Further Reading:

David Christian, 'The Case for Big History', *Journal of World History*, Vol. 2, No. 2, (1991) pp.223-38
 Fred Spier, 'How Big History Works: Energy Flows and the Rise and Demise of Complexity', *Social Evolution & History*, Vol. 4 No. 1, (March 2005) pp.87–135

Week 11:

Friday 24 October

Scales of History II: microscopic

Is there any value in 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:

Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography" *The Journal of American History*, Vol. 88, No. 1 (Jun., 2001), pp.129-144
 Robert Darnton, 'The Great Cat Massacre', in Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York, 2009), pp.75-106
 Carlo Ginzberg, "Micro-history: Two or Three Things I Know About It", *Critical Inquiry*, Vol. 20, No.1 (1993), pp.10-35

Week 12:

Friday 31 October

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:

Martin Bunzl, 'Counterfactual History: A User's Guide', *American Historical Review*, 109.3 (2004), pp.845-58
 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

For examples of counterfactual history, see Robert Crowley (ed), *What if? Eminent Historians Imagine What Might Have Been* (New York, 1998) Niall Ferguson (ed), *Virtual History: Alternatives and Counterfactuals* (London, 1997)

9. 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.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

10. 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>

11. 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://my.unsw.edu.au/student/atoz/Complaints.html>

12. 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

<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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.