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ARTS3270

Reflecting on Histories and Historians: Capstone

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Nicolas Rasmussen	N.Rasmussen@unsw.edu.au	While we're working remotely, please email me to arrange a phone/video consultation	314 Morven Brown	

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

Subject Area: History

In this capstone course you will join all the other students majoring in History in a weekly seminar designed to perfect and reflect on the skills you have learned in your history degree. You will discuss and critique some of the most influential historical methodologies of our time. You will conduct a research project exploring the public and political role of history. And you will conduct your own major research project: framing a question about the past that can be addressed by reconstructing past events from primary sources, while engaging with recent scholarship in your interpretation of these events.

Course Learning Outcomes

1. employ and evaluate major principles and methodologies within the discipline of history
2. demonstrate a critical understanding of the social and ethical implications of particular professional practices among historians
3. identify multiple forms of history in the public domain, and evaluate them in light of professional standards of scholarship and ethical behaviour
4. design and conduct an independent research project
5. reflect upon and integrate your own experiences as students of history at UNSW

Teaching Strategies

As this is a seminar course, the core teaching strategy is to facilitate discussion and group reflection, and to assist you with your research assignments. The seminar format obliges everyone to take on an active intellectual role in analysing and critiquing the course readings, which are mainly historiographic, collaboratively in small groups.

This course is designed to make you, as a History major, aware of a range of important approaches to writing history, and also historians' role in influencing the present. The major assessment is a research essay where the past is reconstructed based on primary sources, where you apply what you have learned in class and learn by doing the fundamental work of the historian.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In class Quizzes	15%	Not Applicable	1,2,5
Museum visit and essay	20%	16/10/2020 04:00 PM	1,2,3,5
Research Essay	65%	23/11/2020 04:00 PM	1,2,4,5

Assessment Details

Assessment 1: In class Quizzes

Start date: Not Applicable

Details:

Class discussions will be structured around a series of questions interrogating the assigned readings.

Each seminar (barring the first) will be followed by a short-answer quiz testing your understanding of the key concepts discussed in class.

Grades will be provided via Moodle and we'll discuss the correct answers at the beginning of the following week's seminar.

Additional details:

Please see the course moodle for a more detailed outline of the assignment.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Museum visit and essay

Start date: Not Applicable

Length: 1200 words

Details:

Field trip to a specified historical exhibit at a local museum and analysis thereof, with marks and comments on resulting essay of ca. 1000 words.

Additional details:

Details on the this Assessment will be discussed in the first seminar (i.e., in Week 1). A list of eligible

exhibits (both online and in person) will be posted on Moodle, and only reports on these listed exhibits will be marked.

Submission notes: This assignment is usually completed by pairs of students, who must each submit THE SAME essay

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Research Essay

Start date: Not Applicable

Length: 2500 words

Details:

The 3000-word research essay must be based on primary sources.

Numerical mark and comments as feedback on their essays. This is the final assessment for attendance purposes.

Additional details:

Requirements for the Research Essay will be discussed in the Week 1 Seminar, with additional information posted on Moodle. There will be a set topic. Anyone wishing to do their research essay on a topic of their own choosing must submit a proposal and bibliography by Week 5, AND MUST RECEIVE WRITTEN APPROVAL TO PROCEED (based on feasibility and coherence) or else they must write on the standard set topic. Research Essay topic proposals submitted early will be evaluated in the order received, potentially allowing revision and resubmission.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 September - 18 September	Seminar	<p>Introduction: What is history, and what is historiography?</p> <p>The first meeting will involve housekeeping matters, including an explanation of the major assessments and the dates due. More importantly, we will come to be a practical and theoretical understanding of what historians do and what the different ways they do it -- collectively, 'historiography' -- are.</p>
	Homework	Course readings in Leganto
Week 2: 21 September - 25 September	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned reading
	Seminar	<p>Professional history and public memory</p> <p>Professional historians are often treated by the public as ivory tower intellectuals who labour away on trivial topics in the deserved obscurity of dusty archives. Yet the public -- even these same critics -- harbour historical beliefs that are important to them and which they expect to be supported by historians and historical evidence. Frequently these cherished historical narratives conflict with what professional historians take (sometimes uncontroversially) as established fact.</p> <p>These conflicting understandings of the past occasionally come into the open, especially when stories foundational to cultural or national identity are updated according to professional standards in public fora, such as school curricula or museum exhibits. They raise questions about the historian's social role and duties. We will discuss the roles historians play in public in this seminar, focusing on the controversy over the Enola Gay exhibition at the Smithsonian Museum in 1995.</p> <p>The in-class quizzes will also begin this week.</p>
Week 3: 28 September - 2 October	Seminar	Historical scholarship and advocacy

		<p>Are historians subject to ethical standards beyond what is required for the publication of their work in peer-reviewed journals (e.g. truthful and complete reporting of primary evidence sources, logical argumentation, citation of influential or otherwise important secondary sources)? For example, should they publicly discuss issues only within their domain of scholarly expertise? Must they consider the social impact of their scholarly work in publishing on certain questions and/or using certain sources? Once it is published, do they bear any other responsibilities in describing it in public venues such as the courtroom?</p> <p>The pointy end of such questions has been experienced by medical historians working on tobacco. In this class we will consider historians' roles in the tobacco litigation cases of the 1990s and 2000s and debate historians' ethical responsibilities to their subjects, audiences, and professional communities.</p>
	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned course reading
Week 4: 5 October - 9 October	Seminar	No class session - Labour Day
Week 5: 12 October - 16 October	Seminar	<p>History from Below</p> <p>It is often said that “history is written by the winners”. So, how do we approach history from the perspective of those who were disempowered and disenfranchised? How can we understand the lives of the subalterns of the past, even though they typically leave no written records of their own? It was only in the later twentieth century that historians began to focus on “history from below”. We will begin by reading a selection from E. P. Thompson's influential work on the English working class, then move on to think about what it might be to write histories from below in the present.</p>
	Assessment	Museum project essay due: Friday 16 October at 4pm.
	Project	Optional Research Essay Proposal due -- required only if you want approval to write a research essay on a topic other than the one set for the course -- Monday 12 October at 4pm
	Assessment	In-class quiz on assigned course reading
	Homework	Course readings in Leganto
Week 7: 26 October - 30 October	Seminar	Gender and ‘Herstory’

		<p>This week we consider the ways in which historians have used gender and sex as a means of examining the assumptions that marginalise, subordinate, or render invisible the experiences of individuals or groups in historiography. Beginning with the American historian Joan W. Scott's suggestion that historians must not merely add women to history and 'stir', we will consider the evolution of gender history in the 20th century and its implications for us as historians in the present.</p>
	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned course reading
Week 8: 2 November - 6 November	Seminar	<p>Big history and little history: Scale and the study of the past</p> <p>Is there any value in studying history at the local level? Is there any value in the history of everyday life in the past, or which focuses on a single regular person, or on the life of a small and isolated community? Why have historians turned to micro-history approaches, and how have they used them to seek broader understandings of the past?</p> <p>Moving from intricate microhistories to the 'big' history of the universe, we will also discuss whether historians have any business looking at history before humanity existed. Should they be considering the Big Bang and the origin of Homo sapiens, as David Christian and others propose? What do these historians claim is the value of such an approach?</p>
	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned course reading
Week 9: 9 November - 13 November	Seminar	<p>Environmental history</p> <p>Can we narrate a history that is not centred on human action, or not even about people at all? When does this simply become the domain of biology, geology, or another natural science with entirely different methods and aims from history? Although fuzzy as to disciplinary identity at its edges, a thriving field of environmental history has recently emerged to bring the more-than-human as an actor into our stories about the human past, in order to help us grapple with our increasingly important 'environmental' problems.</p>
	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned course reading
Week 10: 16 November -	Seminar	Decolonising history

20 November		History, in common with most humanities disciplines, is the subject of ongoing public and academic debate about the need to decolonise curricula and research practices. In the final seminar we will examine the principles of decolonization, explore what the movement hopes to achieve, and with the help of recent scholarship, discuss the possibilities and future of decolonised history.
	Homework	Course readings in Leganto
	Assessment	In-class quiz on assigned course reading

Resources

Prescribed Resources

All required and recommended readings for each seminar will be posted to Leganto. If there are any problems accessing the reading, alert me by email immediately and I will either rectify Leganto or post a pdf in Moodle.

Recommended Resources

Database/s (esp. for the research essay) will be introduced and discussed in our first seminar, as will the Museum Assignment. Further instructions and the set topic for the Research Essay will be posted by Week 3. I may post relevant guides, short pieces or links in Moodle.

Course Evaluation and Development

Courses are periodically reviewed, and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalized web link via the Moodle course site.

Following formal and informal student feedback last year, I've taken steps to ensure the reading load is more manageable, and changed the final seminar subject to one that reflects more clearly on the discipline's future.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.