



ARTS3270

Reflecting on Histories and Historians: Capstone

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Saliha Belmessous	s.belmessous@unsw.edu.au	While we are working remotely, please email me to arrange a phone/video consultation	333 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

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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. evaluate major theories and methodologies within the discipline of history
2. demonstrate a critical understanding of the political implications of historical writing
3. identify multiple practices of history and evaluate them in light of professional standards of scholarship and ethical behaviour
4. conduct an independent research project

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

All assessments are compulsory.

You must write the topic of the essay on the first page. Use an easy font to read (e.g. Verdana 10, Arial 10, Times New Roman 12) and double-space your paragraphs.

Assignments must be fully referenced. **We use footnotes, not endnotes.** The system used in this course is the Chicago style: see http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

The footnotes and bibliography are never included in the word count.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Discussion questions	20%	Every week, before Saturday, 11pm	1, 2, 3
Research essay proposal and annotated bibliography	20%	04/07/2021 11:00 PM	1, 2, 4
Research Essay	60%	01/08/2021 11:00 PM	1, 2, 4

Assessment Details

Assessment 1: Discussion questions

Start date: 29/05/2021 11:00 PM

Details:

Students will submit one question per week (i.e. 9 questions) of up to 30 words each. Questions have to be submitted prior to seminars.

Feedback via a rubric.

Additional details:

You have to submit one question related to the readings, which would then be used to frame the class discussion.

Your question or observation has to be clearly formulated.

Email me your question to s.belmessous@unsw.edu.au

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Research essay proposal and annotated bibliography

Start date: Not Applicable

Length: 1200 words

Details:

The proposal should be around 1,200 words.

Numerical mark and Individual written feedback.

Additional details:

Requirements for the Research Essay will be discussed in the Week 1 Seminar. 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 4, 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.

You must contact me well in advance to present your project and make sure that it satisfies the assignment requirements.

Any essay topic not discussed with me before the deadline will automatically receive no higher than a Fail.

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:

A 3000-word research essay.

Numerical mark and comments.

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 4, 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.

You must contact me well in advance to present your project and make sure that it satisfies the assignment requirements.

Any essay topic not discussed with me before the deadline will automatically receive no higher than a Fail.

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

Attendance Requirements

Each week you have to submit a discussion question related to the topic that will be discussed in class. You will be asked to explain why you chose that particular question and you will be expected to contribute to the discussion.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 31 May - 4 June	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> <p>Discussion posts on "What is your favourite quote about history or historians?"</p>
Week 2: 7 June - 11 June	Homework	Course readings in Leganto
	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 facts.</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 so-called History Wars.</p>

<p>Week 3: 15 June - 18 June</p>	<p>Seminar</p>	<p>Historical scholarship and advocacy</p> <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 imperial historians working on questions of native title. In this class we will consider historians' roles in the land litigation cases of the 1990s and 2000s and debate historians' ethical responsibilities to their subjects, audiences, and professional communities.</p>
	<p>Homework</p>	<p>Course readings in Leganto</p>
<p>Week 4: 21 June - 25 June</p>	<p>Homework</p>	<p>Course readings in Leganto</p>
	<p>Seminar</p>	<p>The Social Turn</p> <ul style="list-style-type: none"> • Marxism • History from below • Social history <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 left no written records of their own?</p>
<p>Week 5: 28 June - 2 July</p>	<p>Seminar</p>	<p>The Cultural Turn</p> <p>Monday:</p> <ul style="list-style-type: none"> • Postmodernism and post-structuralism • From Women's history to Gender History • Postcolonial history <p>Thursday: Focus on Gender and 'Herstory'</p> <p>Historians have used gender and sex as a means of examining the assumptions that marginalise, subordinate, or render invisible the experiences of</p>

		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.
	Homework	Course readings in Leganto
Week 6: 5 July - 9 July	Reading	
Week 7: 12 July - 16 July	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? At the national, transnational, or even global level? Is there any value in studying history in the long rather than the short term?</p>
	Homework	Course readings in Leganto
Week 8: 19 July - 23 July	Homework	Course readings in Leganto
	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>
Week 9: 26 July - 30 July	Seminar	<p>Decolonising history</p> <p>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. This week, 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.</p>
	Homework	Course readings in Leganto
Week 10: 2 August - 6 August	Seminar	<p>The Historian's Craft and Career in the 21st century</p> <ul style="list-style-type: none"> • Doing history in the digital age • The question of the audience: scholarly and/or popular? On communication

		strategies <ul style="list-style-type: none"> • The genealogy boom • The historian at work in museums, schools, corporations, public institutions, NGOs ...
	Homework	Course readings in Leganto

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

See above.

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.