



## UNSW Course Outline

# ARTS3270 Reflecting on History and Historians - 2024

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## General Course Information

**Course Code :** ARTS3270

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course you will deepen and reflect on the skills you have learned in your history degree.

You will become familiar with different conceptions of history since antiquity, and will discuss and critique some of the most influential historians and historical methodologies of our time.

You will acquire the historiographical knowledge and analytical methods necessary to understand and evaluate existing research and to pursue research in your own area of intellectual interest.

## Course Aims

This course is designed to make you aware of a range of important approaches to writing history, and of historians' role in influencing the present. The major assessment is a research essay that questions and reflects on historiographical interpretations of the past.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Become familiar with the major theories and methodologies within the discipline of history.
CLO2 : Demonstrate a critical understanding of the political implications of historical writing.
CLO3 : Critically employ historical research methods to locate, evaluate and contextualise multiple practices of history.
CLO4 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
CLO5 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
CLO6 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Become familiar with the major theories and methodologies within the discipline of history.	<ul style="list-style-type: none"><li>• Discussion Questions</li><li>• Seminar Presentation</li></ul>
CLO2 : Demonstrate a critical understanding of the political implications of historical writing.	<ul style="list-style-type: none"><li>• Discussion Questions</li></ul>
CLO3 : Critically employ historical research methods to locate, evaluate and contextualise multiple practices of history.	<ul style="list-style-type: none"><li>• Research essay proposal and annotated bibliography</li><li>• Research Essay</li><li>• Seminar Presentation</li></ul>
CLO4 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.	<ul style="list-style-type: none"><li>• Research essay proposal and annotated bibliography</li><li>• Research Essay</li><li>• Seminar Presentation</li></ul>
CLO5 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.	<ul style="list-style-type: none"><li>• Discussion Questions</li><li>• Research essay proposal and annotated bibliography</li><li>• Research Essay</li></ul>
CLO6 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none"><li>• Research essay proposal and annotated bibliography</li><li>• Research Essay</li><li>• Seminar Presentation</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Discussion Questions Assessment Format: Individual Short Extension: Yes (3 days)	30%	Start Date: Not Applicable Due Date: Not Applicable
Research essay proposal and annotated bibliography Assessment Format: Individual Short Extension: Yes (3 days)	15%	Start Date: Not Applicable Due Date: 28/06/2024 11:59 PM Post Date: 12/07/2024 05:00 PM
Research Essay Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: 05/08/2024 11:59 AM Post Date: 19/08/2024 05:00 PM
Seminar Presentation Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: Not Applicable

## Assessment Details

### Discussion Questions

#### Assessment Overview

Students will submit 1 response per week (8 questions total) of up to 300 words each. The first 3 responses are due in Week 4, and the second 5 in Week 10.

Feedback via Individual written comments for the first responses, and via rubric for the second responses.

#### Course Learning Outcomes

- CLO1 : Become familiar with the major theories and methodologies within the discipline of history.
- CLO2 : Demonstrate a critical understanding of the political implications of historical writing.
- CLO5 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.

#### Detailed Assessment Description

Starting in Week 2, you will write a weekly response of 300 words based on the set readings. This will form the basis of our class discussion. You are encouraged to write your response before class, as part of your preparation. Responses are assessed in two batches.

For Week 2 to 4: you will submit a response to one of the set questions each week.

For Week 5 to 10: each week you can choose one of the set questions, or pose your own

question focused on the major points or issues raised in the readings. You will submit the answer to this question as well. ☐

You will make 8 ☐ submissions in total (Weeks 2, 3, 4, 5, 7, 8, 9, 10). Your first 3 submissions are due in Week 4, and the remaining 5 submissions are due in Week 10.

You will receive a grade via the rubric and brief written feedback on your first set of responses. The second set will be grade only, based on a rubric.

More details will be provided on Moodle.

#### Assessment Length

300 words maximum per question

#### Assignment submission Turnitin type

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

### **Research essay proposal and annotated bibliography**

#### Assessment Overview

Students will write a proposal outlining their argument and paragraph structure for the research essay, together with an annotated bibliography of 6 - 8 sources.

Length: 1,200 words

Feedback via rubric and individual written comments.

#### Course Learning Outcomes

- CLO3 : Critically employ historical research methods to locate, evaluate and contextualise multiple practices of history.
- CLO4 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
- CLO5 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
- CLO6 : Act ethically, respectfully and responsibly.

#### Detailed Assessment Description

For this assessment you will present a proposal and an annotated bibliography of 6 - 8 scholarly sources. Your proposal should outline your argument and paragraph structure. Your annotations should demonstrate how each source will inform your essay, and why they are relevant. ☐

There will be a choice of set topics. ☐ Anyonewishing to devise their own research essay topic is

invited to discuss their ideas with the convenor by Week 4. You must then receive written approval to proceed (based on feasibility and coherence). ☐ ☐

Research essay topics will be released in Week 1 and we will discuss the requirements for the task in class. Detailed guidance will also be provided in Moodle.

Feedback will be via individual comments and rubric (Turn It In/ Moodle) within 10 working days of submission.

#### **Assessment Length**

1200 words

#### **Assignment submission Turnitin type**

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

### **Research Essay**

#### **Assessment Overview**

Students will write a research essay based on the proposal and annotated bibliography they wrote

Length: 2,500 words

Feedback via rubric and individual written comments.

#### **Course Learning Outcomes**

- CLO3 : Critically employ historical research methods to locate, evaluate and contextualise multiple practices of history.
- CLO4 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
- CLO5 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
- CLO6 : Act ethically, respectfully and responsibly.

#### **Detailed Assessment Description**

Requirements for the Research Essay will be discussed in Week 1, with additional information posted on Moodle. ☐ There will be a choice of set topics. ☐ Anyonewishing to devise their own research essay topic is invited to discuss their ideas with the convenor by Week 4. You must then receive written approval to proceed (based on feasibility and coherence). Your research essay will be informed by the feedback provided on Assessment 2.

Feedback will be via individual comments and rubric (Turn It In/ Moodle) within 10 working days

of submission.

#### **Assessment Length**

2500 words

#### **Assignment submission Turnitin type**

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

### **Seminar Presentation**

#### **Assessment Overview**

Students will make a 10-minute presentation on the given topic during the seminar

Feedback via rubric and individual written comments.

#### **Course Learning Outcomes**

- CLO1 : Become familiar with the major theories and methodologies within the discipline of history.
- CLO3 : Critically employ historical research methods to locate, evaluate and contextualise multiple practices of history.
- CLO4 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
- CLO6 : Act ethically, respectfully and responsibly.

#### **Detailed Assessment Description**

This assessment is a verbal presentation on a theme relating to the week's topic (for instance, a particular historian, publication, or event). Presentation weeks will be allocated in Week 1 and posted to Moodle. Presentation prompts will also be provided. Alternatively, you may devise your own approach to the topic in consultation with the course convenor.

The presentation should introduce the topic to the audience and explain how it is relevant to the week's theme. It should be supported by at least 3 slides (using PowerPoint or Google Slides). Presentations should be between 7 and 10 minutes in length. Student presentations extend our set readings and inform our seminar discussions.

Students will receive a grade and written feedback within a week of the presentation.

Submission notes: Please send your slides to the course convenor in advance so they can load them onto the computer before class.

### Assessment Length

10 minutes maximum.

### Assignment submission Turnitin type

This is not a Turnitin assignment

## General Assessment Information

All assessments are compulsory.

Assignments must be fully referenced. We use footnotes, not endnotes. The system used in this course is the Chicago style: see [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

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

If required, a 3-day automatic Short Extension without documentation is available for written assessments in this course (this does not apply to the Seminar Presentation). Information on how to apply is available in Moodle.

Marks are out of 100.

Grade definitions are:

**HD High Distinction:** An outstanding performance; mark range 85-100. Indicates that the student has produced outstanding work, and has demonstrated a high level of understanding across the entire content of the course.

**DN Distinction:** A superior performance; mark range 75-84. Indicates that the student has demonstrated superior ability to consider the course and its assessment requirements from a number of perspectives and to explore their interrelation.

**CR Credit:** A good performance; mark range 65-74. Indicates that the student has demonstrated the ability to think analytically and contextually about the course and its assessment requirements, and to understand/present alternative points of view/perspectives and supporting evidence.

**PS Pass:** An acceptable level of performance; mark range 50-64. Indicates that the student has addressed the assessment requirements of the course and has demonstrated an acceptable understanding of the issues entailed.

## Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Seminar	The Historian's Craft: how has it changed? In this first seminar I'll introduce the course themes and explain the assessment structure. We'll discuss a key text: Marc Bloch's The Historian's Craft, and discuss how 'doing history' has changed in the 21st century. We will also get to know each other through a 'history showcase'. Please come prepared to discuss one form of popular or digital history that you enjoy with your classmates. This can include a podcast, game, website, book (historical fiction or non-fiction), tv show, YouTube series, TikTok account, or any other form of history!
Week 2 : 3 June - 9 June	Seminar	Is History Fiction? This week's class addresses another 'classic' work of history - What is History? by E.H. Carr (1961). We'll engage with critiques of Carr's work and subsequent debates about the limits of historical knowledge. What is the relationship between the historian and the past? How do conventions of narrative and style shape writings about the past? What makes a work of history different from a work of fiction?
Week 3 : 10 June - 16 June	Seminar	Historians and professional ethics 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?
Week 4 : 17 June - 23 June	Seminar	Professional history and public memory 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. 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. Some questions we may address include: can history taught in schools be critical and serve national narratives? Who has a stake in these debates? And how have your own school experiences shaped your understanding of history and its purpose?
Week 5 : 24 June - 30 June	Seminar	The Social Turn <ul style="list-style-type: none"> <li>• Marxism</li> <li>• History from below</li> <li>• Social history</li> </ul> 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?
Week 6 : 1 July - 7 July	Other	Flex week. No scheduled classes.
Week 7 : 8 July - 14 July	Seminar	The Cultural Turn <ul style="list-style-type: none"> <li>• Postmodernism and post-structuralism</li> <li>• From Women's history to Gender History</li> <li>• Postcolonial history</li> </ul> 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.
Week 8 : 15 July - 21 July	Seminar	Scale and the study of the past 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?
Week 9 : 22 July - 28 July	Seminar	Environmental history 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.
Week 10 : 29 July - 4 August	Seminar	Decolonising history 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.

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## Course Resources

### Prescribed Resources

All required and recommended readings for each seminar will be posted to Leganto. If there are any problems accessing the reading, please contact the convenor directly via email.

### Recommended Resources

All recommended readings are available in Leganto.

## Course Evaluation and Development

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

Assessment weightings, weekly topics and individual readings have been updated following student feedback from last year's cohort.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Eureka Henrich		Morven Brown 340		By appointment. Office hour will be announced on Moodle.	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### 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 includes copying materials, ideas

or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## [Use of AI for assessments | UNSW Current Students](#)

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### **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 [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

#### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

## School Contact Information

### School of Humanities & Languages

Email: hal@unsw.edu.au

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

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