MHPG844
Making Histories Public
S1 External 2015
Dept of Modern History, Politics & International Relations

Contents

General Information .......................................................... 2
Learning Outcomes .......................................................... 3
Assessment Tasks ............................................................ 3
Delivery and Resources ...................................................... 6
Unit Schedule ................................................................. 6
Policies and Procedures ...................................................... 8
Graduate Capabilities ......................................................... 9

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General Information

Unit convenor and teaching staff
Unit Convenor
Tanya Evans
tanya.evans@mq.edu.au
Contact via tanya.evans@mq.edu.au

Tanya Evans
tanya.evans@mq.edu.au

Credit points
4

Prerequisites
(12cp in MHIS or AHST or POL units at 300 level) or admission to MA in (History or Modern History) or PGDipArts in Modern History or PGCertArts in Modern History

Corequisites

Co-badged status

Unit description
Researchers in Australia, Britain and the US have revealed that 'ordinary people' don't learn history through formal teaching or scholarly monographs but mostly through consuming historical television, radio and film productions, when creating family trees and visiting museums. This unit will examine how and why academic historians make public history and the tensions and opportunities that are produced by the decision to appeal to a wide audience. We will explore the way histories are represented in television and radio production, family history, museums, historic houses, exhibition curation, social policy and political debate. In so doing, we will investigate the social and political functions of the acquisition of historical knowledge and training. At its core, the unit will question whether this process democratises historical knowledge and thus enfranchises new authors and audiences. After considering some of the theoretical and historiographical issues that characterise this practice, students will develop their own proposal for a public history project related to their field of historical interest.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

1. Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
2. Understand the practice and function of public history in a variety of different contexts
3. Communicate effectively in oral forms, and in a range of written forms
4. Engage effectively in group work with your peers
5. Participate actively in group discussions
6. Analyze why and how some academic historians engage with public history
7. Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
8. Learn how to begin to produce history in non-academic forms

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>20%</td>
<td>12.3.15</td>
</tr>
<tr>
<td>Object label</td>
<td>10%</td>
<td>26.3.15</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
<td>20.4.15</td>
</tr>
<tr>
<td>Pitch</td>
<td>30%</td>
<td>4.6.15</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>20%</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

Review

Due: **12.3.15**
Weighting: **20%**

Review of an exhibition/museum/historical documentary

800 words

This Assessment Task relates to the following Learning Outcomes:

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
- Understand the practice and function of public history in a variety of different contexts
- Communicate effectively in oral forms, and in a range of written forms
- Analyze why and how some academic historians engage with public history
Object label
Due: 26.3.15
Weighting: 10%

Exhibition Object Label
200 words

This Assessment Task relates to the following Learning Outcomes:
• Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
• Understand the practice and function of public history in a variety of different contexts
• Communicate effectively in oral forms, and in a range of written forms
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• Learn how to begin to produce history in non-academic forms

Essay
Due: 20.4.15
Weighting: 20%

Essay: What is public history?
1000 words

This Assessment Task relates to the following Learning Outcomes:
• Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
• Understand the practice and function of public history in a variety of different contexts
• Communicate effectively in oral forms, and in a range of written forms
• Analyze why and how some academic historians engage with public history
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• Learn how to begin to produce history in non-academic forms
Pitch
Due: 4.6.15
Weighting: 30%

Public History Proposal Pitch

This Assessment Task relates to the following Learning Outcomes:

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
- Understand the practice and function of public history in a variety of different contexts
- Communicate effectively in oral forms, and in a range of written forms
- Engage effectively in group work with your peers
- Participate actively in group discussions
- Analyze why and how some academic historians engage with public history
- Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
- Learn how to begin to produce history in non-academic forms

Tutorial participation
Due: ongoing
Weighting: 20%

Tutorial participation

This Assessment Task relates to the following Learning Outcomes:

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
- Understand the practice and function of public history in a variety of different contexts
- Communicate effectively in oral forms, and in a range of written forms
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Delivery and Resources

This unit has an on-line presence on I-Learn. You will require access to a computer and fast broadband.

You are expected to read all the essential readings. These are available in the 2 volume unit reader which can be bought from the Co-Op bookstore on campus. Copies are also available in the reserve section of the library.

You are encouraged to search for an object from the Australian History Museum database for the object label task.

All assessments must be submitted via I-Learn.

In order to complete the unit you need to pass all the assessment tasks. You are also expected to contribute to all the weekly discussions. If you are unable to do so you need to contact me and tell me why.

This unit is a revised unit. Please contact the convenor for more details if you need them.

Unit Schedule

<p>| Week 1: | Introduction: What is Public History? How does public history differ in Australia, NZ, Britain and the US? |
| Week 2: | Historic houses and museums |
| Week 3: | Approaches and controversies in public history – the Museum Wars – NMA and Smithsonian. |
| Week 4: | Exhibitions and labels |
| Week 5: | Local histories and commissioned histories. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:</td>
<td>Professional Historians Association and heritage</td>
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<tr>
<td></td>
<td>Semester Break</td>
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<tr>
<td></td>
<td>Semester Break</td>
</tr>
<tr>
<td>7:</td>
<td>History and the Media: part 1: Radio and print</td>
</tr>
<tr>
<td>8:</td>
<td>History and the Media: part 2: Television and film</td>
</tr>
<tr>
<td>9:</td>
<td>Family History</td>
</tr>
<tr>
<td>10:</td>
<td>History, politics and social policy.</td>
</tr>
<tr>
<td>11:</td>
<td>History games and re-enactment</td>
</tr>
<tr>
<td>12:</td>
<td>Reading Week</td>
</tr>
</tbody>
</table>
Week 13:

Writing and presenting to non-specialist audiences:

Pitching your proposals.

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Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/]

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

Written work submitted late may not be marked. Work that is submitted late will incur a penalty.

Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
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- Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
- Learn how to begin to produce history in non-academic forms
Assessment tasks

• Review
• Object label
• Essay
• Pitch
• Tutorial participation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

• Communicate effectively in oral forms, and in a range of written forms
• Engage effectively in group work with your peers
• Participate actively in group discussions
• Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
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Assessment tasks

• Review
• Object label
• Essay
• Pitch
• Tutorial participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:
Learning outcomes

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
- Understand the practice and function of public history in a variety of different contexts
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Assessment tasks

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- Object label
- Essay
- Pitch
- Tutorial participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
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- Engage effectively in group work with your peers
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Assessment tasks

- Review
- Object label
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- Communicate effectively in oral forms, and in a range of written forms
- Engage effectively in group work with your peers
- Participate actively in group discussions
- Evaluate the social and political functions of historical knowledge and whether public history democratizes historical research and knowledge
- Learn how to begin to produce history in non-academic forms

**Assessment tasks**

- Review
- Object label
- Pitch
- Tutorial participation

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Read and analyze different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
- Understand the practice and function of public history in a variety of different contexts
- Communicate effectively in oral forms, and in a range of written forms
- Engage effectively in group work with your peers
Unit guide MHPG844 Making Histories Public

- Participate actively in group discussions
- Analyze why and how some academic historians engage with public history
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