



MHIS744

Making Histories Public

S1 Day 2016

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Tanya Evans

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Contact via tanya.evans@mq.edu.au

Credit points

4

Prerequisites

Admission to MRes

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; what might it mean to turn history into a leisure pursuit? 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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

read and analyse 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
- participate actively in group discussions
- Analyse 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

Assessment Tasks

Name	Weighting	Due
<u>Object label</u>	10%	24th March 2016
<u>Essay</u>	30%	26th April 2016
<u>Tutorial participation</u>	20%	ongoing
<u>Proposal pitch</u>	40%	10th June 2016

Object label

Due: **24th March 2016**

Weighting: **10%**

Exhibition object label

(200 words)

On successful completion you will be able to:

- read and analyse different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past
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Essay

Due: **26th April 2016**

Weighting: **30%**

Essay on 'What is public history?'

(1500 words)

On successful completion you will be able to:

- read and analyse 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
- Analyse 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

Tutorial participation

Due: **ongoing**

Weighting: **20%**

Tutorial participation

On successful completion you will be able to:

- read and analyse 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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Proposal pitch

Due: **10th June 2016**

Weighting: **40%**

Public History Proposal pitch

(3000 words)

On successful completion you will be able to:

- read and analyse 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
- Analyse why and how some academic historians engage with public history
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Delivery and Resources

The unit is taught internally and via I-Learn. You will need high speed access to the internet, a broadband connection and a computer.

All assessments need to be submitted online via I-Learn and turnitin. All assignments will be returned via I-Learn.

All students need to read the essential readings contained in the two volume unit reader available from the Co-op bookshop. Additional reading is recommended on I-Learn.

Unit Schedule

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.

Week 6:	Professional Historians Association and heritage
	Semester Break
	Semester Break
Week 7:	History and the Media: part 1: Radio and print
Week 8:	History and the Media: part 2: Television and film
Week 9:	Family History
Week 10:	History, politics and social policy.
Week 11:	History games and re-enactment
Week 12:	Reading Week
Week 13:	Writing and presenting to non-specialist audiences: Pitching your proposals.

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:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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.

Extensions will not ordinarily be granted on the basis of time or work management issues. Extensions are reserved for serious, unforeseen and documented cases of misfortune such as bereavement or medical events. 2%

of credit will be deducted *per day* for papers handed in late without an extension.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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 analyse different kinds of historical writing and demonstrate an awareness of the benefits and limitations of particular approaches to the past

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- Learn how to begin to produce history in non-academic forms

Assessment tasks

- Object label
- Essay
- Tutorial participation
- Proposal pitch

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 analyse 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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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 analyse 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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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 analyse 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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- Analyse why and how some academic historians engage with public history
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Assessment tasks

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- Proposal pitch

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
- participate actively in group discussions
- Analyse why and how some academic historians engage with public history
- Learn how to begin to produce history in non-academic forms

Assessment tasks

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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

- understand the practice and function of public history in a variety of different contexts
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- Analyse why and how some academic historians engage with public history
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