



# MHIS744

## Making Histories Public

S1 Day 2017

*Dept of Modern History, Politics & International Relations*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Tanya Evans

[tanya.evans@mq.edu.au](mailto:tanya.evans@mq.edu.au)

Contact via [tanya.evans@mq.edu.au](mailto: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	Hurdle	Due
Object label	10%	No	23rd March 2017
Essay	30%	No	1st May 2017
Tutorial participation	20%	No	ongoing
Proposal pitch	40%	No	9th June 2017

### Object label

Due: **23rd March 2017**

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

### Essay

Due: **1st May 2017**

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
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## Tutorial participation

Due: **ongoing**

Weighting: **20%**

Tutorial participation including leading one week's discussion with a short springboard presentation

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
- participate actively in group discussions
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## Proposal pitch

Due: **9th June 2017**

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
- Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
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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 readings are accessed via the Library's electronic resources. Text books will be recommended but are not essential.

## Unit Schedule

<b>Week 1:</b>	Introduction: What is Public History? How does public history differ around the world?
<b>Week 2:</b>	Historic houses and museums
<b>Week 3:</b>	Approaches and controversies in public history
<b>Week 4:</b>	Exhibitions and labels
<b>Week 5:</b>	Professional Historians Association and heritage

<b>Week 6:</b>	History and the Media: part 1: Radio and print
<b>Week 7:</b>	Local histories and commissioned histories.
	<b>Semester Break</b>
	<b>Semester Break</b>
<b>Week 8</b>	History and the Media: part 2: Television and film
<b>Week 9:</b>	Family History
<b>Week 10:</b>	History, politics and social policy.
<b>Week 11:</b>	History games and re-enactment
<b>Week 12:</b>	<b>Reading Week</b>
<b>Week 13:</b>	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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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.a>

[u/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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).

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](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](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](http://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](http://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/](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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- 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**

- 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
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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
- communicate effectively in oral forms, and in a range of written forms
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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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## 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
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- Analyse why and how some academic historians engage with public history
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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
- 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
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