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## Disclaimer

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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

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 filed 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 analyse 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. participate actively in group discussions
5. Analyse why and how some academic historians engage with public history
6. Evaluate the social and political functions of historical knowledge and whether public history democratises historical research and knowledge
7. 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>Object label</td>
<td>10%</td>
<td>23rd March 2017</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
<td>1st May 2017</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>20%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Proposal pitch</td>
<td>40%</td>
<td>9th June 2017</td>
</tr>
</tbody>
</table>

**Object label**

Due: **23rd March 2017**
Weighting: **10%**

Exhibition object label
(200 words)

This Assessment Task relates to the following 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
- 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?'
This Assessment Task relates to the following 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
- 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 including leading one week’s discussion with a short springboard presentation

This Assessment Task relates to the following 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
- 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

Proposal pitch
Due: 9th June 2017
Weighting: 40%

Public History Proposal pitch
(3000 words)
This Assessment Task relates to the following 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
- 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

**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**

<table>
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<tr>
<th>Week 1:</th>
<th>Introduction: What is Public History? How does public history differ around the world?</th>
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<tbody>
<tr>
<td>Week 2:</td>
<td>Historic houses and museums</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Approaches and controversies in public history</td>
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<tr>
<td>Week 4:</td>
<td>Exhibitions and labels</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>Week 5</td>
<td>Professional Historians Association and heritage</td>
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<tr>
<td>Week 6</td>
<td>History and the Media: part 1: Radio and print</td>
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<td></td>
<td>Local histories and commissioned histories.</td>
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<tr>
<td>Week 7</td>
<td>Semester Break</td>
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<tr>
<td></td>
<td>Semester Break</td>
</tr>
<tr>
<td>Week 8</td>
<td>History and the Media: part 2: Television and film</td>
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<td>Week 9</td>
<td>Family History</td>
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<tr>
<td>Week 10</td>
<td>History, politics and social policy.</td>
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<td>Week 11</td>
<td>History games and re-enactment</td>
</tr>
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<td>Week 12</td>
<td>Reading Week</td>
</tr>
<tr>
<td>Week 13</td>
<td>Writing and presenting to non-specialist audiences:</td>
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<tr>
<td></td>
<td>Pitching your proposals.</td>
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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/](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


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

Equity 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.

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 - 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
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• 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

• Object label
• Essay
• Tutorial participation
• 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

• Object label
• Essay
• Tutorial participation
• Proposal pitch

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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**Assessment tasks**

- Object label
- Essay
- Tutorial participation
- Proposal pitch

**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
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• Essay  
• Tutorial participation  
• Proposal pitch

**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  
• 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 - 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
- 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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