MHIS101
Screening the Past: History on Film and Television
S2 External 2013
Modern History, Politics and International Relations

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
Recent surveys of popular historical awareness have demonstrated that most people find out about the past from film and television, yet visual histories are often criticised for the ways they present the past. This unit will consider the limitations and possibilities of history on screen. Films like Australia, Schindler's List, Hairspray, and The Help have all provoked tremendous controversy. Do these filmic histories represent a more 'authentic' engagement with the past, or do they peddle false versions of history to a gullible public? This unit will introduce students to the critical study of history on film. Because this unit is concerned with how the past is represented in the present, it will provide a foundation for students to consider the study of history more broadly. The unit will also be of interest to students across the university.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
On successful completion of this unit, you will be able to:
Distinguish between primary and secondary sources; 
begin to develop a critical vocabulary for the analysis of film and televisual materials as 
primary sources; 
identify arguments in secondary sources; 
communicate in written and verbal forms; 
construct an evidence-based interpretation of historical film and television; 
critically reflect on how historical representations are shaped by their contemporary 
contexts; 
plan, revise and submit written work according to a schedule; 
consider the ethical and professional obligations of historical practitioners in regards to 
intellectual honesty and acknowledgement; 
respectfully and constructively offer and respond to feedback from staff and other 
students.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Review Task</td>
<td>20%</td>
<td>Friday 30 August, 5pm</td>
</tr>
<tr>
<td>Weekly Tutorial Discussions</td>
<td>20%</td>
<td>in class</td>
</tr>
<tr>
<td>Film Mashup</td>
<td>20%</td>
<td>Monday 30 September 5pm</td>
</tr>
<tr>
<td>Research essay</td>
<td>40%</td>
<td>Tuesday 5 November</td>
</tr>
</tbody>
</table>

Film Review Task

Due: **Friday 30 August, 5pm**
Weighting: **20%**

**Word limit: 800-1000 words**

This task assesses your ability to complete a simple research task, your written communication skills, and your comprehension skills.

In order to complete this task you need to carefully read the set tutorial readings for Weeks 1 and 4 on *Gallipoli*, including the film review. You must then locate another review of the film (this review must be from around the time of the film’s release - ie dated 1981-2). The review can be from an Australian publication or elsewhere. Databases which might prove useful include APA-FT (for Australian material), Film Literature Index, Film Index International, and the Film and Television Literature Index.

Once you have located your film review, please answer the following questions (200-250 words each)
1. After reading Rosenstone and Toplin, how do you think historians should use reviews of historical films written at the time of the film's release?

2. What do your reviewers say about Gallipoli?

3. Can you identify any contemporaneous political and cultural concerns in the production and response to Gallipoli?

4. What ideas and issues might you need to historicise in order to understand Gallipoli in its context?

On successful completion you will be able to:

- Distinguish between primary and secondary sources;
- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
- identify arguments in secondary sources;
- communicate in written and verbal forms;
- critically reflect on how historical representations are shaped by their contemporary contexts;
- plan, revise and submit written work according to a schedule;
- consider the ethical and professional obligations of historical practitioners in regards to intellectual honesty and acknowledgement;

Weekly Tutorial Discussions

Due: in class
Weighting: 20%

Each week, you will be required to take an active and engaged part in online class discussions, hosted on the MHIS101 iLearn site. You will be assessed on the quality and regularity of your postings. A few guidelines for online participation:

1. keep your postings relatively brief and to the point - avoid overly digressive and anecdotal postings
2. be prepared: do the weekly readings, watch the film, and come to discussions ready to ask and answer questions
3. Always aim to move the discussion forward - add something that hasn't already been said (this means reading all the posts before you add your own)
4. try to respond to the postings made by others - the aim is to start and maintain a conversation!

On successful completion you will be able to:
• identify arguments in secondary sources;
• communicate in written and verbal forms;
• plan, revise and submit written work according to a schedule;
• respectfully and constructively offer and respond to feedback from staff and other students.

Film Mashup
Due: **Monday 30 September 5pm**
Weighting: **20%**

**Maximum length: 3 minutes + 800 words for critical reflection**

This assessment task assesses your ability to construct an historical interpretation in the form of a simple multimedia presentation, your creativity and engagement, and to reflect critically on your work.

In this task you are required to produce a short presentation that combines images and audio in some form to make an argument about the past. This might be a slideshow (in Powerpoint, for example) of archival photographs with a soundtrack, or archival footage with new/different audio, an animation, a remix/mashup of existing historical films, a filmed re-enactment, or a mini-documentary...the possibilities are endless.

You will need to lodge this task on the MHIS101 iLearn site in a widely used file format (Quicktime, Powerpoint, Prezi, Windows media player). Week 7 tutorials will be dedicated to discussing approaches to this task and more information on the task will be provided via the iLearn site for this unit.

On successful completion you will be able to:
• begin to develop a critical vocabulary for the analysis of film and televsual materials as primary sources;
• communicate in written and verbal forms;
• plan, revise and submit written work according to a schedule;

Research essay
Due: **Tuesday 5 November**
Weighting: **40%**

**Word limit: 2000 words max**

This assessment task assesses your capacity to construct an evidence-based interpretation of the past in written form. You must choose one of six set questions (which are available in the MHIS101 iLearn site): a short reading list is provided for each question but you need to also include at least TWO self-located written sources. You must also submit a self-evaluation form with your essay (Available as a download on the MHIS101 iLearn site).
On successful completion you will be able to:

- Distinguish between primary and secondary sources;
- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
- identify arguments in secondary sources;
- communicate in written and verbal forms;
- construct an evidence-based interpretation of historical film and television;
- critically reflect on how historical representations are shaped by their contemporary contexts;
- plan, revise and submit written work according to a schedule;
- consider the ethical and professional obligations of historical practitioners in regards to intellectual honesty and acknowledgement;
- respectfully and constructively offer and respond to feedback from staff and other students.

**Delivery and Resources**

**Delivery:**

This unit is taught through a combination of lectures, tutorials and film screenings. You will be required to attend these each week. If you cannot attend the required film screening or lecture, you will need to catch up with the required film BEFORE you attend the relevant tutorial. You must also either attend or listen to the lecture before you attend the tutorial.

If you cannot attend the on-campus film screening, you will need to either watch the film in the library or obtain your own copy outside the university.

**Resources:**

There is a unit reader for MHIS101, available for sale at the Co-Op Bookshop. Most of the required readings are available as downloads via the Library databases if you would rather not purchase the reader. You do not require any other textbooks but you will need to do go beyond the reader for your research essays.

The library holds most of the required films for this unit, as well as a large number of other films you will find useful or relevant. You can also access many films through your local video store.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Film/Lecture/Tutorial topic</th>
<th>Assessment and workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>What is historical film? (no film screening)</td>
<td>please attend tutorials</td>
</tr>
</tbody>
</table>
### Learning and Teaching Activities

#### tutorial discussions

taking an active and informed role in weekly tutorial discussions and activities

#### lectures

attendance and active listening to lectures

#### referencing activity

practicing the correct referencing requirements in Modern History

#### reading for argument

in-class activities to practice the skills of critical reading for Modern History

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policy.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

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<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Film/Review Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Early Modern Europe</td>
<td><em>The Return of Martin Guerre</em></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td><em>Elizabeth</em></td>
</tr>
<tr>
<td>4</td>
<td>Australia at War</td>
<td><em>Gallipoli</em></td>
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<tr>
<td>5</td>
<td></td>
<td><em>Paradise Road</em></td>
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<tr>
<td>6</td>
<td></td>
<td><em>Australia</em></td>
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<tr>
<td>7</td>
<td>Mashup workshop week - no film screening, please attend tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MID-SEMESTER BREAK</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>British Empire</td>
<td><em>Amazing Grace</em></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td><em>A Passage to India</em></td>
</tr>
<tr>
<td>10</td>
<td>America in the sixties</td>
<td><em>Mississippi Burning</em></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td><em>Mad Men</em></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><em>JFK</em></td>
</tr>
<tr>
<td>13</td>
<td>Conclusion</td>
<td><em>Humour &amp; the Holocaust: Life is Beautiful</em></td>
</tr>
</tbody>
</table>
Modern History Policy on late submission of assignments

We expect you to be able to plan your deadlines in order to complete all your assessment tasks on time: juggling competing deadlines is the reality of university study. If your work is submitted after the due date, 2% of your grade will be deducted for every day that the assessment task is late. Work that is more than 2 weeks late may not be accepted (unless you have applied for special consideration) and it may be marked on a pass/fail basis.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

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

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.
Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

• Distinguish between primary and secondary sources;
• begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
• identify arguments in secondary sources;
• construct an evidence-based interpretation of historical film and television;
• consider the ethical and professional obligations of historical practitioners in regards to intellectual honesty and acknowledgement;

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• Distinguish between primary and secondary sources;
• begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
• identify arguments in secondary sources;
• communicate in written and verbal forms;
• construct an evidence-based interpretation of historical film and television;

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing
data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Distinguish between primary and secondary sources;
- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
- identify arguments in secondary sources;
- construct an evidence-based interpretation of historical film and television;
- plan, revise and submit written work according to a schedule;

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcome**

- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- communicate in written and verbal forms;
- construct an evidence-based interpretation of historical film and television;
- respectfully and constructively offer and respond to feedback from staff and other students.

**Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's
historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
- critically reflect on how historical representations are shaped by their contemporary contexts;
- consider the ethical and professional obligations of historical practitioners in regards to intellectual honesty and acknowledgement;

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
- critically reflect on how historical representations are shaped by their contemporary contexts;

**Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Distinguish between primary and secondary sources;
- begin to develop a critical vocabulary for the analysis of film and televisual materials as primary sources;
• identify arguments in secondary sources;
• communicate in written and verbal forms;
• construct an evidence-based interpretation of historical film and television;
• plan, revise and submit written work according to a schedule;
• respectfully and constructively offer and respond to feedback from staff and other students.

Commitment to Continuous Learning
Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

• critically reflect on how historical representations are shaped by their contemporary contexts;
• plan, revise and submit written work according to a schedule;