HIST4060 - History Honours II - Special Study
Course Outline

Course Coordinator  Varies according to Special Study chosen
Semester  Semester 1 - 2010
Unit Weighting  20
Teaching Methods  Seminar

Brief Course Description
HIST4060 must be studied in conjunction with HIST4050, HIST4070, and HIST4080, which together comprise the full History Honours program. For purposes of enrolment, timetabling and program flexibility, HIST4060 may be identified as ‘Special Study’. History Honours is the culmination of undergraduate teaching in the discipline of history. It provides for students who have distinguished themselves in history at 1000-3000 level and wish to explore advanced approaches in the context of detailed historical studies. As such, it forms an introduction to the world of international scholarship and research. The Honours program in history is also intended to develop and strengthen writing and research skills, challenge students intellectually and round off undergraduate studies with higher-level independent studies which will be useful in many fields of endeavour. The principal teaching style will be through seminar studies and thesis supervision.

Contact Hours
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts
See Special Study guides or consult coordinator.

Course Objectives
As demonstrated by successful completion of coursework and a minor thesis, students undertaking History Honours should: acquire the scholarly skills and self-confidence necessary to conceptualise, research and compose a substantive piece of historical research; gain contextualised understanding of advanced approaches to historical studies; develop an appreciation of the complex philosophies and ideologies which inform current practice in the discipline of history; develop research and reflective skills relevant to advanced study in the humanities; and develop written and oral communications skills appropriate for a professional scholarly environment.

Course Content
History Honours consists of three principal elements. The first is ‘Theory and Practice of History’ (HIST4050), a compulsory unit of weekly seminars which introduce students to major debates and schools of
modern historiography. The second element is one semester-long ‘Special Study’ course (HIST4060), divided into two 7-week topics. These provide in-depth coverage of substantive areas of historical study. Thirdly, students are required to undertake the research and composition of a minor thesis (HIST4070 and HIST4080) demonstrating the ability to analyse and reflect upon a range of historical source material relating to a discrete area and construct a coherent scholarly argument.

Options available:

<table>
<thead>
<tr>
<th>Options available:</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Callaghan Campus</strong></td>
<td>• Wayne Reynolds, 'Issues in the History of Australian Foreign Relations' (first 6 wks)</td>
</tr>
<tr>
<td></td>
<td>• Roger Markwick, 'Fascism and the Historians' (second 6 wks)</td>
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<tr>
<td><strong>Ourimbah Campus</strong></td>
<td>• Michael Ondaatje, 'Black Power' (second 6 wks)</td>
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<tr>
<td><strong>Callaghan Campus</strong></td>
<td>• James Bennett, Topics in Australian History (second 6 weeks)</td>
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<tr>
<td><strong>Ourimbah Campus</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td></td>
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<tr>
<td><strong>Callaghan Campus</strong></td>
<td>• Philip Dwyer, 'Memory, History and Film' (first 6 wks)</td>
</tr>
<tr>
<td><strong>Ourimbah Campus</strong></td>
<td>• Nancy Cushing, 'The Golden Age: Remembering Australia in the 1950s' (first 6 wks)</td>
</tr>
<tr>
<td><strong>Assessment Items</strong></td>
<td>2 x 3,000 words in essays or equivalent.</td>
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<tr>
<td>Essays / Written Assignments</td>
<td>Semester 1 deadlines: Friday week 6 (16 April); Friday week 12 (28 May).</td>
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<tr>
<td></td>
<td>Semester 2 deadline: Friday week 6.</td>
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<tr>
<td>Other: (please specify)</td>
<td>HIST4060 'Special Study' must be studied in conjunction with HIST4050,</td>
</tr>
<tr>
<td></td>
<td>HIST4070, and HIST4080, which together comprise the full History Honours</td>
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<td>program. 'Special Study' is weighted at 25% of the full program.</td>
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Assumed Knowledge

At least a credit average performance in History courses as a major sequence for the BA or B SocSci. Students must have qualified for admission to the BA or equivalent degree.

Callaghan Campus Timetable

**HIST4060**

**History Honours II**

Enquiries: School of Humanities and Social Science

**Semester 1 - 2010**

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Wednesday</th>
<th>12:00 - 14:00</th>
<th>[SRLT3]</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Seminar</td>
<td>Tuesday</td>
<td>11:00 - 13:00</td>
<td>[MCLG17]</td>
</tr>
<tr>
<td>and Seminar</td>
<td>Wednesday</td>
<td>10:00 - 12:00</td>
<td>[MCLG18]</td>
</tr>
</tbody>
</table>

**Semester 2 - 2010**

| Seminar                | Thursday  | 10:00 - 12:00 | [HO 1.12]|

Ourimbah Campus Timetable

**HIST4060**

**History Honours II**

Enquiries: School of Humanities and Social Science

<table>
<thead>
<tr>
<th>Semester 1 - 2010</th>
<th>Thursday</th>
<th>10:00 - 12:00</th>
<th>[TBA but probably CS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2 - 2010</td>
<td>Monday</td>
<td>14:00 - 16:00</td>
<td>[TBA but probably CS]</td>
</tr>
</tbody>
</table>

School of Humanities and Social Science
IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person’s ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless
the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.


Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
<tr>
<td>General enquiries</td>
<td>Campus Care</td>
</tr>
<tr>
<td>Callaghan, City and Port Macquarie</td>
<td>The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td><a href="http://www.newcastle.edu.au/service/campus-care/">http://www.newcastle.edu.au/service/campus-care/</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Phone:02 4921 8600</td>
</tr>
<tr>
<td>Ourimbah</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Phone: 02 4348 4030</td>
<td>Email: <a href="mailto:campuscare@newcastle.edu.au">campuscare@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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</tr>
</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students
Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Many Australians look back to the 1950s as a golden age, after which Australia has been in downward spiral of economic crisis, social disconnection and loss of national identity. Former Prime Minister John Howard’s use of this vision of the 1950s has perhaps been the best documented and most influential but similar interpretations of the period appear in multitude of other historical representations. Do these stereotypes stand up to scrutiny? Why is the dynamism of the period, its fears and anxieties and its denial of difference well documented by historians but less well remembered in popular history? Should public memory obey the same rules as scholarly history? What role can historians play as gatekeepers of the past? In this special study, we will consider how Australians have remembered the 1950s in speeches, films, autobiography, oral and popular histories; and contrast these representations with those which appear in scholarly studies of the period.

Contact: 2 hr seminar weekly. Assessment: One 3,000 word essay

Preliminary reading:


The Second World War in Europe constituted six years of battle, deprivation, suffering, and hardship for the people of the continent. There was, however, no single wartime experience — the French, Germans, Italians, British, Poles, Czechs, and Russians all had their own memories of the conflict. This course will examine how Europeans have remembered their World War II experiences in the six decades since the war ended. Specifically, we will use post-war films to analyse the influences the war has had on memory and national identity in several European countries.

The films under consideration will present a depiction of a national wartime experience as remembered at a certain moment in time. We will explore the factors that influenced this particular memory, the evolution of that representation, and the current debates in each national context as to how the war shapes identities today.

Seminars:
One two-hour seminar per week for 6 weeks

Assessment:
1 x 3000 word essay

Recommended Readings:

Contact:
Associate Professor Philip Dwyer,
Office, Mclg22b
Tel. 49215211,
Philip.Dwyer@newcastle.edu.au
**Fascism and the Historians**

The history of fascism is also the history of its historiography; its historical writing. Whereas the initial, often Marxist influenced, analyses, of the violent, nationalistic, European movements led by Italy's Mussolini, Germany's Hitler and other authoritarian leaders, such as Spain's Franco, were generally lumped under the rubric of 'fascism', later analyses tended to differentiate this phenomena. Changing political circumstances have evidently influenced the way historians have analysed after fascism. With the onset of the Cold War, after the Second World War, theories of 'totalitarianism' tended to equate Nazism in particular with Soviet Stalinism; and German Nazism began to be differentiated from Italian Fascism, a tendency that has accelerated since the 1980s with the focus on Nazi racism and the Holocaust leading many students of Nazism to see it as a unique phenomenon.

This course will examine the history of the historiography of fascism, beginning with some of the earliest attempts to understand this complex, contradictory phenomenon, in the 1920s right up until the most recent scholarship, including the arguments raised by Daniel Goldhagen, *Hitler's Willing Executioners* (New York, 1996).

**Coordinator: Dr Roger Markwick**

Tel. 4921 7122

roger.markwick@newcastle.edu.au

**Seminars:**

One two-hour seminar per week for 6 weeks

**Assessment:**

1 x 3000 word essay

**Recommended Preliminary Readings:**


Issues in the History of Australian Foreign Relations
Associate Professor Wayne Reynolds - Room MCLG25; Ph. 492215214 and 434459; email: wayne.reynolds@newcastle.edu.au.

Content
covers the foreign relations of Australia since 1900 with reference to the key issues and events to the present. There is a rich variety of primary and secondary sources. We will become acquainted with the documents used in the this area of study, including a breakdown of Government Archives, the press, the internet, the increasing availability of published documents here and abroad. We will also look at diplomatic memoirs and some of the major personalities in Australian foreign affairs. Finally we will assess some of the recent revisions in this area of study and suggest likely trends in the future.

Course Themes
1. Anglo - Australian Relations.
2. US - Australian Relations.
3. “Asian” - Australian Relations.
4. The question of "Independence" in the conduct of Australian foreign relations.
5. Multilateralism – the League of Nations and the UN.
6. Post-Cold War foreign relations – the “New” foreign policy and security agenda, Track 2 diplomacy, climate change, migration, resources.
7. The English-speaking alliance and role of intelligence co-operation.

Selected Past Honours First Class Theses in this area:

- *Australia and West New Guinea, October 1957-January 1959 (became a PhD).
- *The Australian Government and the Indonesian Incorporation of Portuguese Timor: An analysis of the documentation released by the Department of Foreign Affairs and Trade.
- *Jakarta Diplomats – Canberra Decision-Makers: Australian Foreign Policy and the PRRI/Permesta Rebellion of 1958.
- *Australia and the Indonesian Outer Islands Rebellion 1958 (student became a diplomat and posted to Jakarta).
- *Australia and the Intervention in Portuguese Timor 1999 (Politics Honours and University Medallist).
- *Before Vietnam: Australian Regional Policy, Indonesia and the US (became a PhD).
- *Australian Engagement with Asia between the Wars (became a Masters).
- *The External Affairs Power and the Equal Wage Decision for Women, 1919-1972 (became a PhD).
- **"A Curious Ally-Rival Relationship”: Canada’s Impact on Australia’s Nuclear Ambitions 1946-1959 (student went on to work on a PhD and became a diplomat).
Course Coordinator  Michael Ondaatje  
Semester  Semester 1 - 2010  
Unit Weighting  20  
Teaching Methods  Seminar  

Brief Course Description  
Following the Supreme Court decision in Brown versus Board of Education in 1954 the Montgomery Bus Boycott the following year launched a ten-year period of successful civil rights activism associated particularly with the leadership of Martin Luther King Jr. Yet by the time of his assassination in 1968, against a background of war in Vietnam and rioting in numerous American cities, King's non-violent philosophy had been overtaken by the confronting rhetoric of 'Black Power', the militancy of the Black Panthers and the separatism of the Nation of Islam. In the same year the abandonment of the presidential contest by Lyndon Johnson, the assassination of Robert Kennedy and the election of Richard Nixon ended hopes of liberal reform emanating from the wider American community. The seminar will examine this most crucial period in modern African-American history through discussion of academic writing, television documentaries and popular culture in the form of film and music.

Contact Hours  
Seminar for 2 Hours per Week for six weeks