HIST4070 and HIST4080 - History Honours III Thesis I and II
Course Outline

Course Coordinator: Prof. Hilary CAREY
Semester: Semester 2 - 2010
Unit Weighting: 20
Teaching Methods:
- Individual Supervision
- Self Directed Learning

Brief Course Description
HIST4070 must be studied in conjunction with HIST4050, HIST4060, and HIST4080, which together comprise the full History Honours program. For purposes of enrolment, timetabling and program flexibility, HIST4070 may be identified as 'Thesis I'. 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. [Please note that this is not correct. Candidates preparing theses have consultations with their supervisors by arrangement. In semester two, there will also be three additional “thesis therapy” sessions to provide informal support for candidates.

Learning Materials/Texts
As provided by Supervisors

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 'The Theory and Practice of History' (HIST4050); a compulsory course of 13 weekly seminars which introduce students to major debates and schools of modern historiography. The second element is one semester-long 'Special Study' course, comprised of two seven week topics (HIST4060). HIST4060 thus provides in-depth coverage of two 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.

Assessment Items

| Essays / Written Assignments | 15,000 word thesis (in conjunction with HIST4080) worth 50% of overall Honours grade. |
Assumed Knowledge
At least a credit average performance in History courses as a major sequence for the BA or BSocSci. Students must have qualified for admission to the BA or equivalent degree.

Callaghan Campus Timetable
HIST4070
History Honours III
Enquiries: School of Humanities and Social Science
Semester 2 - 2010
Seminar Wednesday 15:00 - 17:00 By Arrangement with Lecturer - ignore day and time

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](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.

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.

http://www.newcastle.edu.au/study/fees/censusdates.html

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

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 Student Hub</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>Singapore students</td>
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<td>contact your PSB Program Executive</td>
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OTHER CONTACT INFORMATION

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<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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<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</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
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</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 will be notified in advance of the change.
Advice to Candidates on the Examination of the History Honours Thesis

Faculty Policies
- Thesis word limit: 15,000 words
- Thesis weighting: 50%
- The final honours grade is determined by the combined marks for course work (50%) and thesis (50%)
- An oral presentation is a compulsory part of the Honours program.
- Thesis submission dates: Based upon the student's semester of program completion, Semester 1: 31 May; or Semester 2: 31 October

“Notes for candidates” from History Discipline Standing Orders
The School sees the thesis as essentially a component of research training, a means of giving honours students experience in the analysis of and reflection upon a range of source material and the construction of an historical argument or interpretation. It provides opportunity for students to grapple with the kinds of problems historians characteristically face, including the formulation of questions, the relationship between the historian and the sources, the relationship of the sources both to the lived reality which produced them and to the corpus of historical literature in which the present inquiry is situated. Among other things, the thesis should demonstrate analytical and critical skills, and the ability to marshall evidence and construct an argument. Independence and originality of thinking and economical, attractive writing are always valued. A “disciplined imaginativeness” is perhaps the greatest of the historian's creative gifts. In general the higher the level of rigour and ability demonstrated in these various skills, the higher the grade awarded.

Assessment
1. The percentage assessment accorded each component of the Honours course is as follows:
   - Thesis 50%
   - Theory and Practice of History 25%
   - Special Study I 12.5%
   - Special Study II 12.5%
2. Each piece of work, including individual written assignments, will be given a grade and a rough arithmetical mark within that grade. These will then be combined to give the final grade and mark for each component of the course, whether thesis, core or special study.
3. The grades and their arithmetical equivalents currently employed by the School are as follows:
   - I 85-100
   - IIa 75-84
   - IIb 65-74
   - III 50-64
4. Each thesis will be marked at the end of the year by a committee of two readers comprising the Honours Coordinator (chair) and one other chosen by the Honours Coordinator in consultation with the Head of Discipline or the Head of School. If more than seven theses are presented for examination, then another member of staff shall have responsibility for reading at least half of the submitted theses and chairing the marking committees.
5. All theses are assessed internally and by an external examiner.
6. Once firm results have been recorded for recommendation to Faculty Board, Honours candidates may be informed informally by the Head of School of their results. The Honours Coordinator may communicate the results in individual components of the course to interested students, and the thesis
supervisor should debrief his/her candidates on the assessment of the thesis by the School and the external examiner.
FOOTNOTES AND BIBLIOGRAPHY FOR HISTORY STUDENTS: THE BASICS

FOOTNOTES AND A BIBLIOGRAPHY ARE REQUIRED TO SHOW WHERE YOU FOUND THE INFORMATION AND OPINION YOU USE IN YOUR ESSAYS. IN THE HISTORY DISCIPLINE, WE USE THE Chicago footnoting system. Footnotes (shown as “F” below) indicate the source of the material used in writing the essay, whether it has been quoted directly or not. Footnote numbers appear at the end of the sentence in which the material is used and the notes are placed at the bottom of the page. The bibliography (“B” below) is an alphabetical listing of all of the sources upon which the essay is based which appears alone on the last page of the essay. Here are examples of references for commonly used sources:

Books - Single Author

Books - More than One Author or Editor

Chapter in an edited collection

Journal Article

Short form (to be used in footnotes for any second and subsequent reference to a source, after it has been cited once in full.)

REFERENCING, THE FULL STORY

Correct referencing is a key part of historical research, and is a substantial component of your assessment in History. While accurate referencing can be challenging at first, it quickly becomes much simpler with practice, and is an effective way of attracting higher results. In addition, the ability to produce correct referencing according to
strict specifications is **highly regarded, as well as being an essential skill, in any area of work or study**. Therefore, it is worthwhile learning to reference correctly early in your studies, since your results, and your broader skills base, will immediately reflect the effort.

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**FOOTNOTES**

**Why Use Footnotes?**
Failure to acknowledge another author’s words or ideas is dishonest and unacceptable in essay writing. It is called **plagiarism**, and will attract serious penalties.

Footnotes can also be used to make cross-references; to make incidental comments or amplify a point in the text (although as a general rule all comments should be made in the body of the essay); and to make acknowledgements.

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**Footnotes** help the reader to locate the source material used in an essay or publication. Therefore, you need to provide as exact a page reference as you can. Most footnotes should refer to a single page. References can be made to longer sections or entire articles, chapters or books, but only if you are referring to the overall argument rather than to specific information.

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**When do I need to include a footnote?**

Footnotes are necessary to acknowledge key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant references. **If you are not sure** whether something is common knowledge or not, **provide a footnote**.

**Direct quotation** from a source always requires a **footnote**, but so does the use of ideas or evidence from other sources which are rewritten in **your own words**.

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**Where should footnotes appear?**

Insert the footnote number at the end of the sentence in which the material was used and number footnotes consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. As a general guide, each paragraph should contain at least two footnotes.
Other Points about Footnotes

For clarity, **do not use** the terms, *ibid.*, *op. cit.* or any other Latinism. Instead, use the short form of footnotes for all references to a particular source after the first one.

In order to be able to construct footnotes, it is essential that during the research and preparation stages of writing an essay a **record is kept of the name of the author, the book or article title, publication details and the number of the page** where the key point or quotation is to be found. Keep this information in the margin of your notes so you can easily write your footnotes along with the text of your essay.

If you need to refer to more than one source in a single footnote, separate the two notes with a semi colon.

This guide does not include guidelines for footnoting encyclopedias such as Wikipedia or from your lecture or tutorial notes because they are not acceptable sources of reference.

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**BIBLIOGRAPHY**

The bibliography alphabetically lists the sources used in writing the essay. In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay.

**What should I include in the bibliography?**

Include all sources which appear in your footnotes. You may also include particularly relevant sources which helped to shape your general ideas for the essay but were not footnoted. Never list an item that you have not actually read.

**Where should the bibliography appear?**

Place the bibliography on a separate sheet of paper at the end of the essay with the word “Bibliography” written at the top. The list of sources should be reverse indented (also called hanging indent) so the authors’ surnames can easily be read down the left side.

**Other points about bibliographies**

Divide the bibliography into two sections entitled **Primary Sources** and **Secondary Sources**. A primary source is a document or other artifact that was created at or near the same time as the historical events described in your essay. Secondary sources are those that were written and published by historians and other scholars drawing upon both primary and other secondary sources.
Within these categories, a strict alphabetical arrangement according to the surnames of the authors or editors should be used. If you are listing more than one source by an author, write the name out in the first entry and replace it with a three em dash (———) in the subsequent entries.

**EXAMPLES OF FOOTNOTE AND BIBLIOGRAPHY ENTRIES**

**General Instructions:**

Give each *author’s name as it appears on the title page* and the *full title of the work*, plus any subtitle, in the first footnote reference and in the bibliography entry. For full length published works (monographs and collections) and for journals, the title should be in *italics*. For chapters and articles and for unpublished works such as theses, the title should be enclosed in *double quotation marks*.

Provide the *city* (not the suburb or country) of publication. If several cities are listed, use the first.

If there is more than one year of publication listed, it is important to *use the latest one*. If the edition is provided, indicate whether it is the second, third, etc.

While most published sources will contain all of the required information to construct your footnotes and bibliography, some will not. If there is no author, replace that field with “n.a.”; if no place of publication, use “n.p.”; and if there is no date of publication, write “n.d.”. These abbreviations show the reader that you knew this information should be provided, but it was not available. They are not required for unpublished primary sources.

In the following examples, F indicates the footnote form of a reference and B indicates the same reference as it should appear in your bibliography.

Do not use the abbreviation “p.” or “pp.” for page ranges, simply provide the number after a comma. In the bibliography, *no page range is required for single author books* but the *first and final page numbers* should be provided for *chapters in edited books and for articles*.

**Books - Single Author**


**Later edition of a book**


**Books - More than One Author, Translator or Editor**

### Chapter in an edited collection


Only the first author’s name is reversed in the bibliography.


### Journal Article


### Magazine or Newspaper Article [Published monthly or daily]

The footnote contains the specific page from which information or interpretation was taken while the bibliography entry includes the number of the first and last page of the article or chapter in an edited book.


### Thesis or Dissertation


If no author’s name is included, begin the entry with the title of the newspaper article.

### Public Documents and Archival Sources


B Fraser, Charlie. *Letters to Lizzie*. A6154 (vii). University of Newcastle Archives.
Primary source accessed in a published collection


Electronic Sources
Primary source accessed online:


Secondary source accessed online.


Film


To cite sources available via the World Wide Web, give the author's name (if known), the full title of the work and any reference number, the nature of the digital source, the full web address, and the date of your visit (since web sites change rapidly). If there is no author identified, try to identify the sponsoring author/organization of the website.

2.

Dwyer, *Napoleon*, 35.


If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. If there are two or three authors, give each of their surnames in the subsequent references. For a reference to an edited volume or journal article, provide the surname of the author not the editor and short title of the chapter or article, not the book or journal. Do not use *ibid.* or any other Latin abbreviation for immediately following references, just repeat the short form.
What should the references in my essay look like?

Here is an example of a paragraph with appropriate footnotes and the accompanying bibliography:

Giulia Gonzaga was markedly different from the famous saints and holy women to whom she might have looked for inspiration.\(^1\) She subverted the established saintly role by holding religious beliefs that were unacceptable to the Roman Church. She nevertheless wrote her letters in the tradition of the holy and wise woman, a tradition of which she no doubt considered herself to be a rightful heir, and which was very much alive in the Italy of her day.\(^2\) By assuming the posture of a saintly figure, her letters were imbued with added gravity and authority, which in turn enabled her to develop her own religious agenda through her letters. The subversive content of Gonzaga’s letters also was not unique: using letters to challenge or rebel against the status quo was a practice often employed by women writers or, more accurately, was a trait commonly attributed to them by men.\(^3\)


Bibliography (should appear on a new page)

Primary Sources


Secondary Sources


H. FURTHER READING

Books


Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. Chicago: University of Chicago Press, 1996. 808.02 TURA 1987

Web Sites

Endnote. This is a software program which can assist in managing your sources and creating references. It can be downloaded free of charge from the library website, which also offers an online tutorial on Endnote. http://www.newcastle.edu.au/service/library/endnote/

Online Tutorials in Referencing, University of Newcastle Library http://www.newcastle.edu.au/services/library/training/online.html

Chicago Manual of Style Online – Go through NEWCAT or Encore for the full content if you have a source which is not treated in this guide, or for further examples. For examples referencing the most commonly used sources see their Quick Guide at http://www.chicagomanualofstyle.org/home.html